DOCUMENT RESUME

ED 242 163 EC 162 134

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TITLE Vocational Education/Special Education Training Manual & Modules I-IV.
INSTITUTION New Jersey State Dept. of Education, Trenton.; Syracuse Univ., NY. Special Education Resource Center.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE Mar 83
CONTRACT 300-80-0723
NOTE 522p.; Module II contains light print.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF02 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Agency Cooperation; Career Development; *Community Resources; *Disabilities; *Intervention; Teacher Workshops; *Vocational Rehabilitation

ABSTRACT

Four modules are presented from a project linking the New Jersey Department of Education, Divisions of Vocational Education and Special Education and The New Jersey Department of Labor, Division of Vocational Rehabilitation. Modules address the vocational needs of handicapped secondary students. Each unit in the module lists objectives, grouping concerns, materials needed, and activity script/format. Module I focuses on awareness of students with special needs, key personnel in providing appropriate programs, legislation, and programs and services (options in vocational and educational programing). Module II consists of three units on assessment; community resources/support agencies/related services; and career development. Module III deals with intervention strategies for classified pupils in vocational settings and presents case study material to illustrate ways to deal with manipulative behavior and other behavior difficulties. Module IV, the final module, contains four units on aspects of the change process: establishing a direction, evaluating results, assessing readiness for change, and moving toward an action plan. Each module includes numerous handouts, transparencies, and appended information. (CL)

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VOCATIONAL EDUCATION/SPECIAL EDUCATION

TRAINING MANUAL & MODULES I - IV

Produced at Regional Resource Center #2,
Syracuse University

March, 1983

EC 162134

Acknowledgements

Vocational Education/Special Education
Service Agreement
Training Manual

This training manual was developed as a result of collaborative efforts of the Regional Resource Center II at Syracuse, New York and the New Jersey State Department of Education, Branch of Special Education and Pupil Personnel Services. Funding was made available through a grant from the United States Department of Education, Special Education Programs, contract #300-80-0723.

The opinions expressed herein do not necessarily reflect the position or policy of the sponsors, and no official endorsement by them should be inferred.

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A special note of appreciation to the committee members who worked so diligently in organizing this project and determining materials and topics to be included in the training package.

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Module I: AWARENESS OF STUDENTS WITH SPECIAL NEEDS AND THE PROGRAMS AND RESOURCES AVAILABLE

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Module I

AWARENESS OF STUDENTS WITH SPECIAL NEEDS AND THE PROGRAMS AND RESOURCES AVAILABLE

Unit I: SPECIAL NEEDS STUDENTS

MANUAL

Unit I: SPECIAL NEEDS STUDENTS

OBJECTIVES

Participants will:

- Increase understanding and knowledge of the unique conditions, and needs of students with handicapping conditions.
- Develop an awareness and sensitivity toward the unique needs of students with disabilities.

GROUPING

Total group - maximum 30 participants

MATERIALS NEEDED

Overhead projector
Transparencies (T1)
Simulations
Pencils
Magic markers
Chart paper
Handouts - (HO-1 - HO-4)

DESCRIPTION OF THE ACTIVITY

The three components presented are intended to develop an awareness among participants of their unique role and how it is inter-related with the roles of the other participants and to enhance the quality of vocational preparation programs for special needs students. The trainer should consciously attempt to develop a greater sensitivity to the individual needs of students so that participants can assess whether their district's present programs and services are adequate. What may seem adequate from one perspective, may, upon closer examination, reveal inadequacies that, given renewed attention, can be re-vitalized to reflect the type of programs and services that are closer to the ideal desired.

NOTE TO TRAINER

The trainer needs to be alerted to the wide variety of backgrounds, training and experience, among participants, and not assume that all share common understandings and knowledge. It is quite possible that many vocational personnel and counselors, - for example - have had little, if any, formal preparation in the area of special education; similarly, many child study team personnel will have had little preparation and/or exposure to vocational program options.

Knowing the various roles represented in the audience will enable the trainer to use the expertise of participants to foster meaningful and relevant discussion.

ACTIVITY SCRIPT/FORMAT

WHO ARE SPECIAL NEEDS STUDENTS?

a) A brief overview of the nature of disabilities and of the related effects of such disabling conditions, in the classroom, should be presented initially. The material contained in Appendix A (Definitions of Classifications) can be used as a handout to review major categories of disabilities.

Stress the importance of the dignity and worth of each individual. Cite that regardless of the type of disabling condition, each person is unique, and that no two people having the same disability are the same. This component should illustrate that the uniqueness of each person goes far beyond labels, diagnosis, or outward appearances.

b) The Simulation Activities experiences* (Appendix B) are suggested as aids to fostering greater sensitivity to the nature of handicapping conditions. These activities will assist participants to identify more closely with societal implications, misconceptions, unique instructional practices and the feelings of frustration and isolation that are not uncommon to students with handicapping conditions.

Throughout the simulated activities, the trainer should be observing participants for their tolerance, interest, and ability to complete the specified tasks; this information can be used in follow-up discussions to elicit the feelings of participants, to share observations, to draw out implications of the experience in attempting to understand the person -- not the handicap, and to identify what can be done to enhance his/her educational or vocational success.

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*Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People (The Council for Exceptional Children)

The structured exercises described in Appendix B should be chosen carefully according to the overall goal and objectives of the planned workshop. Some of these exercises aim at one type of experiential learning or one specific handicapping condition while others are relevant to more than one handicapping condition or experience. Some exercises require specific material. Recommended time for each exercise is indicated and should be considered in overall planning. However, some variation in time may be more suitable to your needs. Selection of exercises should be made with the specific needs and sophistication level of the participants in mind.

Remember, the exercises are only a vehicle for new learning. Adequate time for follow-up discussion is very important. Facilitators should encourage the participants' exploration of their feelings during the various exercises. Participants' may become psychologically threatened by the emotional involvement in these exercises. Facilitators must adequately address the participants' emotional needs as well as answer specific requests for information.

In this section, the simulated exercises are provided by topic as follows:
topic area.

General Simulations

What is a Handicap?
He and Them
Fears and Handicaps
Feelings

Visually Impaired Simulations

Blind Walk
Blind Worker

Hearing Impaired Simulation

What Did You Say?

Communication Disorders Simulation

Communication Without Spoken Words

Speech Simulation

Tongue Tied

Orthopedically Handicapped Simulation

Foot Pick-up
The Robot Walk

Fine Motor Coordination Simulation

My Fingers Don't Work
Stick Fingers

Perceptually Impaired Simulations

Mirror Writing
Walk a Straight Line

Learning Disabled/Mentally Retarded Simulations

Say That Again
Reading Made Uneasy

c) To illustrate the extent of the special needs population, the following transparencies HO-1, HO-2, and HO-3 are suggested:

"Summary of DD Population by Age Groups" (1981) HO-1
"Summary of DD Population by Age Groups" (1983 projected) HO-2
"Educational Levels of the DD Populations" (1981) HO-3

Using either HO-1 or HO-2, ask participants if they know any disabled individuals in the adult age group (22-64 yrs)? Identify the activities of these individuals. Most examples will illustrate dependency, lack of skill training, inactivity, etc. Ask for possible reasons for such inactivity or involvement at levels less than potential.

Using HO-3 (Educational Levels of the DD Population), point out the numbers/percentages of disabled individuals that are not in any form of schooling (9.18%); discuss possible causes of this statistic. Point out that a majority of this population are at the junior and senior high school level, but that only 7.99% finished high school. Discuss possible causes and suggested solutions.

d) The trainer may use (Handout HO-4) the "Major Life Activities and Corresponding Functional Limitations" chart, as a means of focusing on seven (7) major life activities, which can be used to stimulate further thought and discussion about some of the needs which must be taken into consideration, in building a 'needs-based program'. These major life activities are: self care; receptive and expressive language; learning; mobility; self-direction; capacity for independent living; and economic self-sufficiency.

For each of the seven (7) major life activities listed, the trainer should elicit practical examples of each activity from participants. Once a listing of such examples is developed, discuss the following:

- The importance of having such skills
- How such skills relate to employability
- How such skill development can be enhanced by programs and services in the schools.
- What the curriculum should offer to develop such skills
- Can the teaching of such skills be integrated in vocational education offerings, and how might this be accomplished?

e) For audio-visual purposes, the trainer may wish to consider using the filmstrip, "Better Than I Thought" cited in the reference section.

Unit II: KEY PERSONNEL IN PROVIDING APPROPRIATE PROGRAMS

OBJECTIVES

Participants will:

To foster increased understanding and cooperation among the following school and community resources in providing handicapped students with appropriate vocational preparation programs:

School counselors, vocational rehabilitation counselors, child study team members (school psychologist, learning consultant, and school social worker), vocational educators.

GROUPING

Large group presentation - maximum 30 participants

MATERIALS

Overhead projector
Transparencies
Pencils
Magic Markers
Chart Paper

DESCRIPTION OF ACTIVITIES

The focus of this section is to develop and discuss the significance of the team concept. In sum, the various roles of the participants are essential to meet the unique programming needs of individual handicapped students. Discussion should illustrate how the various roles of counselor, child study team members, etc., interrelate. The trainer's should try to increase participants' understanding of each others roles, what services they offer, how to involve them (accessibility), and to develop a strong realization about the importance of coordinated, multi-disciplinary services. The roles of the following groups of participants are to be presented and discussed:

- School counselor
- Child Study team members
    - School psychologist
    - Learning consultant
    - School social worker
- Vocational Rehabilitation Counselor
- Vocational Educator

The material contained in Appendix C, "Evaluation of Special Education Programs and Related Pupil Personnel Services," may be used. In addition, the transparency (T-1) may be referred to in presenting the following activity on the interdisciplinary nature of the various resource personnel involved.

ACTIVITY SCRIPT/FORMAT

The trainer is to introduce the multi-disciplinary nature of the group of individuals and their respective roles in the planning and implementation of an appropriate vocational education program for special needs students. The team includes those identified above, as well as administrators, parents, and other school/community resources, as may be required.

The trainer needs to briefly present examples which illustrate how each of these resource people are involved in meeting programmatic needs of the student. One suggested technique to identify roles and functions of individuals is to identify the process involved in a district, from initial referral to actual placement in classes, and ultimately in employment.

Discussion questions:

Who is responsible for identifying or referring a student with suspected physical, mental, emotional, and/or sensory needs?

To whom is the individual referred?

What is the referral process in your district?

How are parents involved?

Who evaluates the student?

Based upon the social, educational, psychological, and medical evaluations obtained, who relates such information and its educational significance to the respective teachers?

NOTE TO TRAINER
Stress the importance of the need for coordination among team members, especially from the perspective of the student and his/her family. It is essential that recommendations and decisions be consistent and understood by all. Emphasize that the Special Needs Director or Child Study Team Director has the primary task to coordinate the diverse input received from the various disciplines, and to reach decisions for meeting students' needs.

b) Identify the teacher's role as critical in achieving a successful placement in an appropriate vocational program. The trainer should indicate that all of the various evaluative procedures and recommendations are essential in mainstreaming a student. However, what happens from that point on is critical, and depends upon the willingness and resourcefulness of the teacher.

Discussion questions include:

What types of information should the teacher have about each special needs student, prior to his/her placement in a given class?

Should the teacher be included in preliminary discussion, and have a part in the placement decision?

What types of resources/assistance should other team members provide a teacher once the student has been placed in a given classroom?

Who can assist the teacher to develop alternative teaching strategies, appropriate to the students' needs?

c) In an effort to promote a cooperative spirit among participants and to reinforce role and function, the trainer may wish to use examples or activities in Appendix D. This may be an appropriate means of illustrating the need for understanding a) one's responsibilities and b) the responsibilities of one's respective districts regarding a request for input from other resource personnel.

Discuss the following examples with the total group.

Ex. (1) A vocational instructor has agreed to take a visually impaired student into his heating/air conditioning shop area. Although the student has no academic problems the instructor is most concerned about safety as well as the appropriateness of the placement of the student in his class. What can he do? To whom should he go with his concern? What type of assistance might be most appropriate?

Ex. (2) A building trades instructor in a shared-time vocational school has a special needs student in a construction class; the student spends half day at his home school, and attends the vocational school for half day, every day. Early in the year, the student's deficiencies in basic math and basic reading skills begin to detract from his ability to work in construction projects. The teacher knows what the students problem is and would like to make suggestions to remedy the situation before it is too late. Should the instructor call the sending school district? Should the instructor attempt to tutor the student in math/reading? Should the student be removed from the construction program? Who can assist with this situation?

Module I

AWARENESS OF STUDENTS WITH SPECIAL NEEDS AND THE PROGRAMS AND RESOURCES AVAILABLE

Unit III: LEGISLATION

MANUAL

UNIT III: FEDERAL AND STATE LEGISLATION - AWARENESS

OBJECTIVES

Participants will:

- Increase awareness of highlights of P.L. 94-142, P.L. 94-482 and Section 504 of the Vocational Rehabilitation Act of 1973.
- Increase awareness of rights and protections accorded the handicapped child under these three laws.
- Develop an increased awareness of the role of vocational education in the special education students program.
- Become familiar with terms and phrases indigenous to vocational education, special education.

GROUPING

Not more than 15-20 if it is to be effective.

MATERIALS NEEDED

Transparencies (T-2 - T-6)
Overhead projector, screen, transparency marker.
Handouts (HO-5 - HO-7)

DESCRIPTION OF ACTIVITY*

- Overview and discussion of P.L. 94-142, 14th Amendment, P.L. 94-482 and Vocational Rehabilitation Act of 1973 - Section 504 demonstrating through handouts and transparencies their key points and interrelatedness.
- Voc. Ed. - Definitions under P.L. 94-482.
- IEP process model and participants.
- Comparison IEP and IVP (Individual Vocational Plan). Discuss additional personnel from Voc.Ed. added to IEP Process.

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*Selection of Activities and supplements dependent upon population being trained; refer to "NOTES TO TRAINER" section.

ACTIVITY SCRIPT/FORMAT

1. Present T2. Discuss and talk about interrelatedness of the 3 laws.

2. Present T3 and use as Rights and Protection. In discussion, elaborate on keypoints.

3. Present 4. Vocational Education legislation and distribute Handout (HO-5).

4. Show T5. Discuss and elaborate on 3 major sections. Stress: How P.L. 94-482 dovetails with salient points of Section 504, and P.L. 94-142.

5. Show T6 and discuss reactions to desirable vs. required by law participation. Stress: Responsibility for IEP Development; Responsibility Development of Voc.Ed. vs. Spec. Ed.

6. Distribute as HO-6. Discuss input of Spec. Ed./Voc. Ed. Briefly review goal and objective setting. Discuss personnel available (refer back to H-5) and who should be responsible for completion of individual sections. Stress: Voc. Ed./Spec. Ed. working jointly especially in areas of related academic instruction.

7. Handouts 7 and 8 (HO-7 and HO-8) are optional as a further discussion and clarification of the IEP process.

8. Supplemental Materials. If participants are not familiar with P.L. 94-142, refer to: Mainstreaming Training Packet developed at EIC-NW, Morris Plains, New Jersey - specifically, Units 1, 2 and 3 for transparencies, worksheets and activities. See worksheets included as examples.

NOTES TO TRAINER

1. Gauge audience to see where emphasis on law is needed; e.g., Child Study Teams - P.L. 94-482, eliminate review of P.L. 94-142 and Section 504 Voc. Ed. Personnel - Emphasis P.L. 94-142. Spec. Ed. Instructors - Emphasis P.L. 94-482.

2. Participants might wish extensive information concerning definitions of the various special education classifications. Refer back to Module I, Unit I, Appendix A.

3. Participants might wish extensive information concerning job functions and responsibilities according to N.J. AC 6:28. For Special Education pupil personnel services refer back to Module I, Unit II, Appendix C.

4. If trainer wishes to review more extensively the various laws contained in this unit, refer to Appendix E.

Local Representatives:

Mrs. Mary Callahan
Parent Representative
Moorestown, New Jersey

Ms. Meredith Flynn
Director of Student Personnel Services
Gloucester County Area Vocational
Technical School

Dr. Sol Heckelman
Director of Special Services
Pemberton Township Public Schools

Virginia Major
Director, Child Study Team
Bordentown Public Schools

Mr. John McKeon
School Social Worker
Bergen County Special Services School District

Ms. Linda Pedrick
Career Counselor
Sterling High School

Carlotta Tavares
Rehabilitation Counselor
New Jersey Division of
Vocational Rehabilitation

Mr. John Troxall, Director
Special Needs
Camden County Area Vocational-
Technical School

Mr. Bryan H. Wall
Vocational Teacher of the Handicapped
Linden High School

Jean Waters
Office Manager, Camden County
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VOCATIONAL EDUCATION/SPECIAL EDUCATION TRAINING MODULES

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Module I

AWARENESS OF STUDENTS WITH SPECIAL NEEDS AND THE PROGRAMS AND RESOURCES AVAILABLE

Unit IV: PROGRAMS AND SERVICES

MANUAL

Unit IV: PROGRAMS AND SERVICES

OBJECTIVES

Participants will:

- Promote a working knowledge of the variety of educational-vocational-rehabilitation program options available.

GROUPING

Total Group - maximum 30 participants

MATERIALS NEEDED

Overhead projector
Pencils
Magic markers
Chart paper
Hand-outs - (HO-9 - HO-14)
Appendix F

DESCRIPTION OF ACTIVITIES

This component represents an overview of the major educational and vocational rehabilitation services and programs. It is intended to stimulate additional, specific input from participants about local district programs. This component presents (1) a continuum of the types of special education programs from self-contained to mainstreamed; (2) the broad array of pre-vocational/vocational programs, utilizing New Jersey Bureau of Special Program's "Sequence of Vocational and Occupational Training Programs for students with Special Needs" (3) and the services of the Division of Vocational Rehabilitation. This overview may provide the incentive for identification and discussion of specific programs which exist in districts represented by participants in the training workshop. Hopefully, this may result in exchange visits, to see such programs, where appropriate and to meet a district's particular need for similar programming.

ACTIVITY SCRIPT/FORMAT

a. The trainer should review each of the program options as provided in the New Jersey Administrative Code, (Handout 9 Title 6, Ch. 28, 2.2, as a means of illustrating the scope and variety of program options which exist. The trainer needs to be familiar with each of these options to both define and illustrate, by example, the appropriateness of placements of students within each type of setting.

b. The trainer should highlight each of the programs presented in the "Sequence of Vocational and Occupational Training Program for Students with Special Needs" (Handout 10), to create an awareness and understanding of the various levels of programmatic exposure to vocations that are possible. Once this review is completed the following discussion questions may be useful:

Which of these programs exist in your district?

If this is not known, to whom can you go to find out?

Would there be any direct benefits to you, at the secondary level, if earlier experiences (T4C or Introduction to Vocations) at the elementary level were provided?

Would students be better prepared for your vocational area if they had prior exposure?

Do you have a Work Experience Career Exploration Program in your district? If so, how does it work?

If not, do you have students who might benefit from such a cooperative placement?

When do special needs students in your district receive their first introduction to careers? From whom? Is it early enough?

Do secondary special needs students have opportunities to enhance their vocational skills?

What percentage of your district's special needs population is involved in vocational preparation programs?

Has your district any follow-up studies of the special needs graduates?

c. To facilitate an understanding of the specific services of the vocational rehabilitation counselor and his/her respective agency, the trainer may wish to refer to the publication, "A Productive Job for a More Meaningful Life" (Handout 11). This brief publication describes each of the following major services:

Rehabilitation Evaluation
Vocational Guidance and Counseling
Medical Services
Occupational Equipment and Tools

Training
Room, Board, Transportation
Job Placement and Follow-up

The input of vocational rehabilitation counselors, in attendance, will certainly enhance the information in the brochure; the trainer should stress the importance of the continuum of services that exists, ranging from the earliest of structured programs in the school setting (perhaps, technology for children) through a work study program or specific skills training. In discussing that continuum, the transition from school to post-secondary school activity needs to be stressed, especially as it relates to students needing the services/programs offered by vocational rehabilitation agencies. A focus on the continuum of services should clearly illustrate the importance of functioning as independently as possible, and demonstrate the importance of instruction in vocational, social, personal, and academic skill areas. Refer to (Fig. 1) in (Handout 12) "A Vocational Delivery System for the Mildly Retarded Individual" for illustration of continuum of programs and services needed to prepare individuals for employment.

The following discussion questions may enhance participants' understanding of the integral role of Vocational Rehabilitation counselors and the services of the Division of Vocational Rehabilitation (DVR):

When is a student eligible for referral to DVR?

Should all students be referred to DVR? Are any students from your district? If so, who makes that recommendation to the student?

What type of services can a student expect to receive from DVR?

How can your school involve a DVR counselor prior to referring students to him/her?

If your DVR office has been training and placing your former students, what kinds of information do you think they can provide you with that would help you in furthering your training activities?

Using the systems chart in Handout 13, "A Vocational Delivery System for the Mildly Retarded Individual" as a culminating activity, review each of the six major components. Ask participants to identify just where in the delivery system they view themselves. Ask them to identify one or two areas from the flow chart that impinge directly upon them. Discuss the ways in which these areas affect them, positively/negatively, and seek suggested ways to resolve problem areas. This activity should create an awareness of each participants importance in the vocational delivery system of his/her school, and of the need for cooperative interrelationships on behalf of the students involved.

d. The trainer may wish to consult appendix F which includes lists of various county office contact persons in special education, vocational education, and vocational rehabilitation.

Module I

AWARENESS OF STUDENTS WITH SPECIAL NEEDS AND THE PROGRAMS AND RESOURCES AVAILABLE

Unit I: SPECIAL NEEDS STUDENTS

HAND-OUTS: HO-1 - HO-4

SUMMARY OF DD POPULATION BY AGE GROUPS
PLAN YEAR 1981

GEOGRAPHIC SUBDIVISION/ COUNTY	STATE POPULATION		TOTAL STATE DD POPULATION		DD POPULATION BY AGE GROUPS – PLAN YEAR 1981: AGE GROUP INFANTS AT RISK (0–2)		AGE GROUP PRE-SCHOOL (3–4)		AGE GROUP SCHOOL AGE (5–17)		AGE GROUP ADULT DD (18–21)		AGE GROUP ADULT DD (22–64)		AGE GROUP SENIOR CIT. DD (65+)	
	TOTAL	Total Minority Population	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
STATE TOTAL	7,499,200	989,890	75,590	100	2,100	100	1,630	100	50,950	100	4,350	100	13,760	100	2,800	100
ATLANTIC	221,200	41,340	2,290	2.9	60	2.9	50	2.9	1,480	2.9	390	2.9	490	2.9	80	2.9
BERGEN	863,460	35,780	8,690	11.5	240	11.5	190	11.5	5,860	11.5	500	11.5	1,580	11.5	320	11.5
BURLINGTON	386,740	47,650	3,850	5.1	110	5.1	80	5.1	2,600	5.1	220	5.1	700	5.1	140	5.1
CAMDEN	488,960	67,960	4,900	6.5	140	6.5	100	6.5	3,310	6.5	280	6.5	890	6.5	180	6.5
CAPE MAY	91,600	7,590	900	1.2	20	1.2	20	1.2	610	1.2	50	1.2	170	1.2	30	1.2
CUMBERLAND	137,400	22,580	1,370	1.8	40	1.8	30	1.8	920	1.8	80	1.8	250	1.8	50	1.8
ESSEX	821,740	306,260	8,240	10.9	230	10.9	180	10.9	5,550	10.9	470	10.9	1,500	10.9	310	10.9
GLOUCESTER	205,600	19,140	2,050	2.7	60	2.7	40	2.7	1,380	2.7	120	2.7	370	2.7	80	2.7
HUDSON	549,280	74,020	5,510	7.3	150	7.3	120	7.3	3,720	7.3	320	7.3	1,000	7.3	200	7.3
HUNTERDON	86,780	2,100	830	1.1	20	1.1	20	1.1	560	1.1	50	1.1	150	1.1	30	1.1
MERCER	326,620	64,560	3,250	4.3	90	4.3	70	4.3	2,190	4.3	190	4.3	590	4.3	120	4.3
MIDDLESEX	596,840	37,060	5,980	7.9	170	7.9	130	7.9	4,030	7.9	340	7.9	1,090	7.9	220	7.9
MONMOUTH	501,080	48,870	5,000	6.6	140	6.6	110	6.6	3,360	6.6	290	6.6	910	6.6	190	6.6
MORRIS	405,540	12,920	4,080	5.4	110	5.4	90	5.4	2,750	5.4	240	5.4	740	5.4	150	5.4
OCEAN	364,800	13,130	3,630	4.8	100	4.8	80	4.8	2,450	4.8	210	4.8	660	4.8	130	4.8
PASSAIC	468,000	66,940	4,680	6.2	130	6.2	100	6.2	3,160	6.2	270	6.2	850	6.2	170	6.2
SALEM	63,260	10,990	610	0.8	20	.8	10	.8	410	.8	40	.8	110	.8	20	.8
SOMERSET	213,140	11,310	2,130	2.8	60	2.8	50	2.8	1,430	2.8	120	2.8	390	2.8	80	2.8
SUSSEX	116,260	910	1,160	1.5	30	1.5	20	1.5	760	1.5	70	1.5	210	1.5	40	1.5
UNION	501,000	74,220	4,990	6.6	140	6.6	110	6.6	3,360	6.6	290	6.6	910	6.6	180	6.6
WARREN	86,300	1,250	830	1.1	20	1.1	20	1.1	560	1.1	50	1.1	150	1.1	30	1.1

2.1.2 Geographical Concentration of DD Persons

As is the case with the general population of New Jersey, the developmentally disabled are most highly concentrated in the north-eastern counties of the State—Bergen, Essex, Hudson, Morris, Passaic and Union counties. Approximately 48 percent of the total estimated developmentally disabled citizens of New Jersey reside in these six northern counties. About 21 percent of the estimated DD population reside in the southern New Jersey counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester and Salem.

In the southern portion of the State, those counties included in the Philadelphia S.M.S.A.—Camden, Burlington and Gloucester—have the highest concentration of developmentally disabled persons. While actual numbers of D.D. persons in other southern New Jersey counties are low, the fact that density is also low in those counties is significant in terms of planning for service delivery. Low density also exists in the extreme northwestern portion of New Jersey—Sussex and Warren Counties—where only about 3 percent of the State's D.D. population resides.

Assuming that the population projections for 1983 are correct, the developmentally disabled population will increase by approximately 2 percent—from 75,590 to 77,370. The overall distribution of the developmentally disabled population will remain essentially the same, but with substantial increases in Atlantic, Burlington and Ocean counties by 1983.

Age Groups

There are an estimted 2100 infants "at risk" of becoming developmentally disabled in New Jersey. By 1983, it is projected that the number of infants "at risk" throughout the State will increase to 2150. Their distribution throughout the regions of the State is much the same as that of the total D.D. population and this pattern is expected to continue through 1983.

Module I
Unit I
HO-2

SUMMARY OF DD POPULATION BY AGE GROUPS
PROJECTED YEAR FY '83

GEOGRAPHIC SUBDIVISION/ COUNTY	STATE POPULATION		TOTAL STATE DD POPULATION		DD POPULATION BY AGE GROUPS – PROJECTED YEAR 1983											
					AGE GROUP INFANTS AT RISK (0–2)		AGE GROUP PRE-SCHOOL (3–4)		AGE GROUP SCHOOL AGE (5–17)		AGE GROUP ADULT DD (18–21)		AGE GROUP ADULT DD (22–64)		AGE GROUP SENIOR CIT. DD (65+)	
	TOTAL	TOTAL MINORITY POPULAT.	No.	% DD Pop.	No.	% DD Pop.	No.	% DD Pop.	No.	% DD Pop.	No.	% DD Pop.	No.	% DD Pop.	No.	% DD Pop.
STATE TOTAL	7,675,600	1,013,170	77,370	100	2,150	100	1,670	100	52,150	100	4,450	100	14,080	100	2,870	100
ATLANTIC	248,000	46,350	2,470	3.2	70	3.2	50	3.2	1,670	3.2	140	3.2	450	3.2	90	3.2
BERGEN	888,780	35,000	8,730	11.3	240	11.3	190	11.3	5,890	11.3	500	11.3	1,590	11.3	320	11.3
BURLINGTON	406,820	50,120	4,100	5.3	110	5.3	90	5.3	2,760	5.3	240	5.3	750	5.3	150	5.3
CAMDEN	500,480	69,560	5,040	6.5	140	6.5	110	6.5	3,390	6.5	290	6.5	920	6.5	190	6.5
CAPE MAY	103,000	8,540	1,020	1.3	30	1.3	20	1.3	680	1.3	60	1.3	190	1.3	40	1.3
CUMBERLAND	142,000	23,340	1,390	1.8	40	1.8	30	1.8	940	1.8	80	1.8	250	1.8	50	1.8
ESSEX	814,020	303,380	8,200	10.6	230	10.6	180	10.6	5,530	10.6	470	10.6	1,490	10.6	300	10.6
GLOUCESTER	214,200	19,940	2,100	2.7	60	2.7	50	2.7	1,410	2.7	120	2.7	380	2.7	80	2.7
HUDSON	549,240	74,020	5,490	7.1	150	7.1	120	7.1	3,700	7.1	320	7.1	1,000	7.1	200	7.1
HUNTERDON	89,140	2,160	850	1.1	20	1.1	20	1.1	570	1.1	50	1.1	160	1.1	30	1.1
MERCER	332,860	65,790	3,310	4.3	90	4.3	70	4.3	2,240	4.3	190	4.3	600	4.3	120	4.3
MIDDLESEX	611,720	37,860	5,990	7.9	170	7.9	130	7.9	4,120	7.9	350	7.9	1,110	7.9	230	7.9
MONMOUTH	512,040	49,940	5,100	6.6	140	6.6	110	6.6	3,440	6.6	290	6.6	930	6.6	190	6.6
MORRIS	416,020	13,250	4,170	5.4	110	5.4	90	5.4	2,820	5.4	240	5.4	760	5.4	150	5.4
OCEAN	391,200	14,080	2,550	3.3	70	3.3	60	3.3	1,720	3.3	150	3.3	460	3.3	90	3.3
PASSAIC	476,200	68,110	4,790	6.2	130	6.2	100	6.2	3,230	6.2	280	6.2	870	6.2	180	6.2
SALEM	63,980	11,120	620	0.8	20	0.8	10	0.8	420	0.8	40	0.8	110	0.8	20	0.8
SOMERSET	221,020	11,730	2,170	2.8	60	2.8	50	2.8	1,460	2.8	130	2.8	390	2.8	80	2.8
SUSSEX	125,040	960	1,230	1.6	30	1.6	20	1.6	830	1.6	70	1.6	230	1.6	50	1.6
UNION	502,000	74,370	5,040	6.5	140	6.5	110	6.5	3,390	6.5	290	6.5	920	6.5	190	6.5
WARREN	88,100	1,280	840	1.1	30	1.1	30	1.1	570	1.1	50	1.1	150	1.1	30	1.1

Pre-school estimate for 1981 is 1630 which will project to approximately 1670 for 1983.

50,950 school age (5-17) non-institutionalized disabled persons are estimated to be residing in New Jersey. If population and birth rate projections are correct, the number of developmentally disabled persons in this age group should increase by about 2.4 percent by 1983 to 52,150. This age group makes up 67 percent of the total DD population.

The adult population (18—64) totals 18,110 with 4,350 aged 18-21 and 13,760 aged 22-64. The respective projection will increase to 18,530, broken down into 4,450 for 18-21 and 14,080 for those aged 22-64.

Education

The education attainment levels of the developmentally disabled residents of New Jersey vary considerably. Twenty-eight percent of the DD population have attended some high school or better. Thirty-three percent of the DD persons are still children in the educational system. Figure 2.4 shows the number and percent of DD persons attaining varying levels of education for 1981.

FIGURE 2–4
EDUCATION LEVELS OF THE DD POPULATION (1981)[2]

	CHILDREN AGE 14		NO SCHOOLING		SOME ELEMENTARY		FINISHED ELEMENTARY		JUNIOR H.S.		SOME H.S.		FINISHED H.S.		SOME COLLEGE		FINISHED COLLEGE		TOTALS	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
DD STATE TOTAL	25,170	33.3	6,940	9.18	2,320	3.07	0	0.00	19,980	26.43	12,860	17.02	6,040	7.99	1,680	2.22	600	.79	75,590	100

[2] Source of three figures is Estimates of the Size and Characteristics of the Non-Institutional Developmentally Disabled Population in New Jersey, Gollay & Associates, Inc., Sante Fe, Mexico, July 1980

MAJOR LIFE ACTIVITIES AND CORRESPONDING FUNCTIONAL LIMITATIONS

ACTIVITY	DEFINITION OF ACTIVITY*	DEFINITION OF SUBSTANTIAL FUNCTIONAL LIMITATION FOR AN INDIVIDUAL**
SELF-CARE	Daily activities which enable a person to meet basic needs for food, hygiene and appearance.	A person who has a long-term condition which requires that person to need significant assistance to look after personal needs such as food, hygiene and appearance. Significant assistance may be defined as assistance at least one-half of the time for one activity or a need for some assistance in more than one half of all activities normally required for self-care.
RECEPTIVE AND EXPRESSIVE LANGUAGE	Communication involving both verbal and non-verbal behavior enabling the individual both to understand others and to express ideas/information to others.	A person who has a long-term condition which prevents that person from effectively communicating with another person without the aid of a third person, a person with special skill or with a mechanical device, or a long term condition which prevents him/her from articulating his thoughts.
LEARNING	General cognitive competence and ability to acquire new behaviors, perceptions and information, and to apply experiences in new situations.	A person who has a long-term condition which seriously interferes with cognition, visual or aural communication, or use of hands to the extent that special intervention or special programs are required to aid that person in learning.
MOBILITY	Motor development and ability to use fine and gross motor skills. Ability to move one's person from place to place with or without mechanical aids.	A person who has a long-term condition which impairs the ability to use fine and/or gross motor skills to the extent that assistance of another person and/or mechanical device is needed in order for the individual to move from place to place.
SELF-DIRECTION	Management and taking control over one's social and personal life. Ability to make decisions affecting and protecting one's own interests.	A person who has a long-term condition which requires that person to need assistance in being able to make independent decisions concerning social and individual activities and/or in handling personal finances and/or protecting his/her own self-interest.
CAPACITY FOR INDEPENDENT LIVING	Age appropriate ability to live without extraordinary assistance from other persons, especially to maintain normal societal roles.	A person who has a long-term condition that limits the person from performing normal societal roles or which makes it unsafe for that person to live alone to such an extent that assistance, supervision or presence of a second person is required more than half the time.
ECONOMIC SELF-SUFFICIENCY	Maintaining adequate employment and financial support. Ability to earn a "living wage," net, after payment of extra-ordinary expenses occasioned by the disability. Absence of dependence on family or welfare for financial support.	A person who has a long-term condition which prevents that person from working in regular employment or which limits his or her productive capacity to such an extent that it is insufficient for self-support.

*Source of definitions of activities is The Modified Definition of Developmental Disabilities: An Initial Exploration. Elinor Gollay, Morgan Management Systems, March 1979.

**Source of definitions of substantial functional limitation is A Numerical and Functional Description of the Developmental Disabilities Population, Elizabeth M. Boggs and R. Lee Henney, EMC Institute, 1979.

FIGURE 2-2

PERCENTAGES USED TO ESTIMATE THE DD POPULATION IN THE SIX AGE GROUPS[3]

	AT RISK Age 0–2	PRESCHOOL Age 3–4	SCHOOL Age 5–17	ADULT Age 18–21	ADULT Age 22–64	SENIOR CITIZEN Age 65+	ESTIMATED TOTAL POPULATION
DD as % of Population	.71	.71	2.78	.75	.34	.38	.98

Table 2-1 and 2-2 show estimates of the number of developmentally disabled residents of the State, by county and age group. These estimates were obtained by applying the prevalence rates to projected population data for both 1981 and 1983. All general population data for New Jersey and its counties were obtained from the New Jersey Department of Labor and Industry, Division of Planning and Research. It is important that people using the data in Table 2-1 and 2-2 realize that these numbers are only estimates and are not be used as exact numbers of developmentally disabled people in the State. All estimated figures have been rounded to the nearest ten persons.

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Module I

AWARENESS OF STUDENTS WITH SPECIAL NEEDS AND THE PROGRAMS AND RESOURCES AVAILABLE

Unit III: LEGISLATION

HAND-OUTS: HO-5 - HO-8

Module I
Unit III
HO-5

P.L. 94:482 VOCATIONAL EDUCATION LEGISLATION

PART C - Definitions - Partial Listing

VOCATIONAL EDUCATION	"The term 'vocational education' means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; and, for purposes of this paragraph, the term 'organized education program' means only (A) instruction, related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training, and (B) the acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment; and the term 'vocational education' does not mean the construction, acquisition or initial equipment of buildings or the acquisition or rental of land."
AREA VOCATIONAL EDUCATION SCHOOL	"The term 'area vocational education school' means (A) a specialized high school used exculsively or principally for the provision of vocational education to persons who are available for study in preparation for entering the labor market, or (B) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market, or (C) a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for study in preparation for entering the labor market, or (D) the department or division of a junior college or community college or university operating under the policies of the State board and which provides vocational education in no less than five different occupational fields, leading to immediate employment, but not necessarily leading to a baccluaureate degree, if it is available to all residents of the State of an area of the State designated and approved by the State board, and if, in the case of a school, department, or division described in (C) or (D), if it admits as regular students both persons who have completed high school and persons who have left high school."

HANDICAPPED	"The term 'handicapped', when applied to persons means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons, who by reason thereof, require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special educational assistance, or who require a modified vocational education program."
STATE BOARD	"The term 'State Board' means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration of vocational education in the State."
LOCAL EDUCATION AGENCY (LEA)	"The term 'local educational agency' means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a vocational education program."
POST-SECONDARY EDUCATIONAL INSTITUTION	"The term 'post-secondary educational institution' means a non-profit institution legally authorized to provide post-secondary education within a State for persons eighteen years of age or older, who have graduated from or left elementary or secondary school. "The term 'eligible recipient' means a local educational agency or a post-seconary educational institution."
NATIONAL ADVISORY COUNCIL	"The term 'National Advisory Council' means the National Advisory Council on Vocational Education continued under section 162."
INDUSTRIAL ARTS EDUCATION PROGRAM	"The term 'industrial arts education programs' means those educational programs (A) which pertain to the body of related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designating, constructing, evaluating, and using tools, machines, materials,

	process and (B) which assist individuals in the making of informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs."
DISADVANTAGED	"The term disadvantaged' means persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs under criteria developed by the Commissioner based on objective standards and the most recent available data."
COOPERATIVE EDUCATION	"The term 'cooperative education' means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternative half days, full days, weeks, or other periods of time in fulfilling the cooperative program."
CURRICULUM MATERIALS	"The term 'curriculum materials' means materials consisting of a series of courses to cover instruction in any occupational field which are designed to prepare persons for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field."

Module I
Unit III
HO-6

INDIVIDUAL EDUCATIONAL PLAN	INDIVIDUAL VOCATIONAL PLAN
I. Identifying problem	I. Indentifying problem
II. Present levels of educational performance A. Academic achievement B. Intellectual functioning C. Personal and social adjustment D. Physical and health status E. Additional evaluation	II. Present levels of educational performance F. Pre-vocational, vocational and self-help skills
III. Child Study Team Conclusions	III. Vocational Development Team Conclusions
IV. Annual Goals	IV. Annual Vocational Goals
V. Objectives	V. Objectives
VI. Recommended Program A. Rationale for type of program and placement B. Explanation of program's recommendation as "least restrictive environment" C. Extent of participation in regular educational program	VI. Recommended Vocational Program A. Rationale for type of vocational program and placement B. Explanation of vocational program as "least restrictive environment"
VII. Related Services A. Date for commencing services B. Length of time for services	VII. Vocational Services A. Date for commencing services B. Length of time for services
VIII. Evaluation Procedures and Schedule	VIII. Vocational Evaluation Procedures and Schedule
IX. Child Study Team Members' Responsibilities for Program Implementation A. LDT-C B. Psychologist C. Social Worker	IX. Vocational School Staff Members' Responsibilities for Program Implementation A. LDT-C B. Coordinator of Special Services C. CIE/Job Placement Teacher D. Vocational Instructor E. Vocational Evaluators

INDIVIDUAL EDUCATIONAL PLAN

IEP Development Meeting

Date ______________________________

Parents ____________________________

Signature of Agreement ______________

Attendees: _________________________

_________________ _____________

_________________ _____________

_________________ _____________

Instructional Guide

(i) Schedule of time
(ii) Instructional strategies to be utilized
(iii) Techniques and activities to support personal-social development
(iv) Special instructional media and materials needed

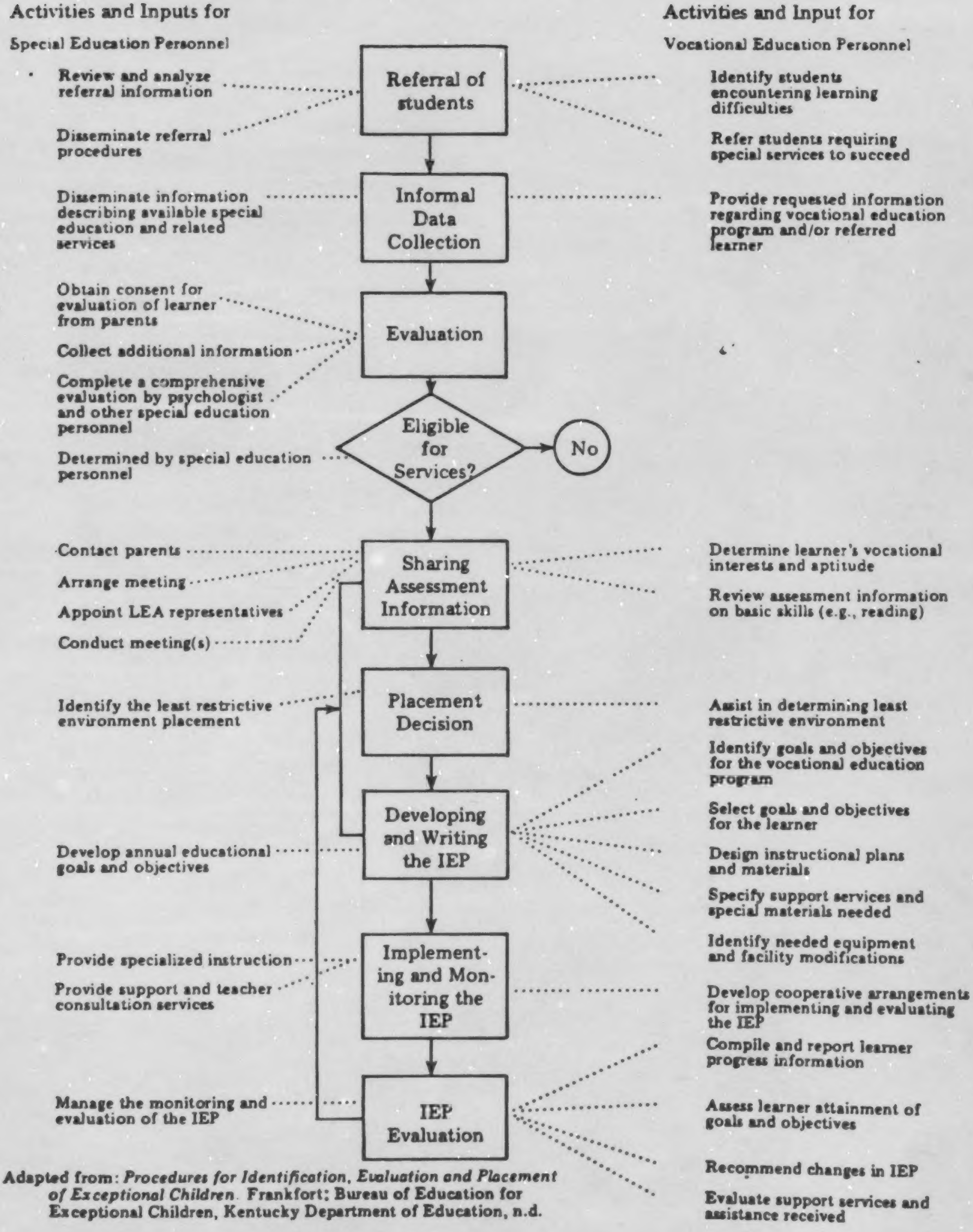
INDIVIDUAL VOCATIONAL PLAN

Included in IEP Statement

Suggested Instructional Guide

(iv) Special instructional media and materials needed - suggested

FIGURE 4. IEP PROCESS MODEL


Activities and Inputs for
Special Education Personnel
Activities and Input for
Vocational Education Personnel
Referral of students
Review and analyze referral information
Disseminate referral procedures
Identify students encountering learning difficulties
Refer students requiring special services to succeed
Informal Data Collection
Disseminate information describing available special education and related services
Provide requested information regarding vocational education program and/or referred learner
Evaluation
Obtain consent for evaluation of learner from parents
Collect additional information
Complete a comprehensive evaluation by psychologist and other special education personnel
Eligible for Services?
No
Determined by special education personnel
Sharing Assessment Information
Contact parents
Arrange meeting
Appoint LEA representatives
Conduct meeting(s)
Determine learner's vocational interests and aptitude
Review assessment information on basic skills (e.g., reading)
Placement Decision
Identify the least restrictive environment placement
Assist in determining least restrictive environment
Developing and Writing the IEP
Develop annual educational goals and objectives
Identify goals and objectives for the vocational education program
Select goals and objectives for the learner
Design instructional plans and materials
Specify support services and special materials needed
Identify needed equipment and facility modifications
Implementing and Monitoring the IEP
Provide specialized instruction
Provide support and teacher consultation services
Develop cooperative arrangements for implementing and evaluating the IEP
IEP Evaluation
Manage the monitoring and evaluation of the IEP
Compile and report learner progress information
Assess learner attainment of goals and objectives
Recommend changes in IEP
Evaluate support services and assistance received

Adapted from: *Procedures for Identification, Evaluation and Placement of Exceptional Children*. Frankfort: Bureau of Education for Exceptional Children, Kentucky Department of Education, n.d.

Module I
Unit III
Handout 8

QUESTIONS RELATED TO THE INDIVIDUALIZED EDUCATION PROGRAM

Please answer the following by checking the scale to the right.	No	Somewhat	Yes
1. Do I understand the purpose of an IEP?	*	*	*
2. Do I know what an IEP should contain?	*	*	*
3. Do I understand that the child's problem areas outhe to be specifically addressed in the IEP?	*	*	*
4. Do I understand what is meant by annual goals?	*	*	*
5. Do I understand how short term objectives relate to annual goals?	*	*	*
6. Do I know of the types of related services that may be provided?	*	*	*
7. Do I understand the meaning of placement in the least restrictive environment?	*	*	*
8. Do I know how often and in what ways a child's IEP is reviewed?	*	*	*
9. Do I know what I should do to prepare for the IEP meeting?	*	*	*
10. Do I know who should participate at the meeting and what their contribution should be?	*	*	*
11. Do I have an understanding of what should happen at the IEP meeting?	*	*	*
12. Do I have an understanding of my role as a member of the IEP team?	*	*	*

13. Do I know what my rights are in relation to identification, evaluation and placement as it relates to Due Process?...........*........*........*.......

14. Do I know where and how to proceed if I choose to pursue Due Process?..............*........*........*.......

Module I

AWARENESS OF STUDENTS WITH SPECIAL NEEDS AND THE PROGRAMS AND RESOURCES AVAILABLE

Unit IV: PROGRAMS AND SERVICES

HAND-OUTS: HO-9 - HO-13

SUBCHAPTER 2. EDUCATIONAL PROGRAMS

6:28-2.1 Provision of programs

(a) All local public school districts shall provide educational programs and related services for educationally handicapped pupils as recommended by the basic child study team of the local public school district:

1. Each educationally handicapped pupil shall be provided a special educational program and services according to how the pupil can best achieve success in learning, including related services which are specified in the pupil's individualized education program;

2. Where appropriate, educationally handicapped pupils shall be grouped with or participate with non-educationally handicapped pupils or less severely handicapped pupils in activities that are part of their educational program;

3. The participation of educationally handicapped pupils in regular school programs or activities shall be based on the nature and extent to which the capabilities of the pupil permit. Reasonable provisions to protect the safety and well-being of the pupil shall be taken into account;

4. When the individualized education program of an educationally handicapped pupil capable of being included in physical education, industrial arts, fine arts, music, home economics and other general education programs including intramural and interscholastic sports, extracurricular and co-curricular activities as well as appropriate health, recreational and social activities does not specifically state the need for specialized instruction or related services or describe any restrictions, the pupil shall be included in the regular school program provided by the school district;

5. When instruction in these areas is provided to groups consisting solely of classified pupils, the size of the groups and age range shall conform with the requirements for special class programs described in these regulations.

(b) The chief school administrator or designee shall be responsible for the placement of handicapped pupils based on the recommendations of the basic child study team employed by the local board of education and in conformance with the pupil's individualized education program.

6:28-2.2 Educational program options

(a) An educationally handicapped pupil shall be placed in the educational program appropriate to the pupil's needs.

(b) In determining the most appropriate program, an educationally handicapped pupil shall be placed in the program option which is individually determined by the basic child study team to be the least restrictive environment in view of the pupil's particular education program.

1. Unless an educationally handicapped pupil's individualized education program requires other arrangements, the pupil shall be educated in the school which the pupil would attend if not handicapped. Every effort shall be made to place an educationally handicapped pupil in an educational setting as close to his/her home as possible;

2. In selecting the least restrictive environment, consideration shall be given to any potential harmful effect on the pupil or on the quality of services which the pupil needs.

(c) Educational program options shall include:

1. Instruction in school which complements regular means:
    - i. Modification of regular classroom program;
    - ii. Supplementary instruction;
    - iii. Resource room;
    - iv. Speech correction;

2. A special class program in the local school district;

3. A special education program in the following settings:
    - i. The public schools of another local school district;
    - ii. a county vocational and technical school;
    - iii. A county special services commission;
    - iv. An educational services commission;
    - v. A jointure commission.

4. Public school programs in hospitals, convalescent homes or other private institutions provided by agreement between one or more school districts;

5. A State of New Jersey operated program;

6. Sheltered workshops in conjunction with other educational programs in the local district on a part-time or full-time basis. Such sheltered workshops shall be approved by the Division of Vocational Rehabilitation Services, State Department of Labor and Industry, the Office of the County Superintendent of Schools and the Bureau of Special Education and Pupil Personnel Services;

7. An approved privately operated day or residential special class in New Jersey or the continental United States, when it is non possible to provide services pursuant to paragraphs 1, 2, 3, 4, 5, and 6 of this subsection. Placements in such facilities may only be made with the advance written approval of the county supervisor of child study and the Bureau of Special Education and Pupil Personnel Services;

8. Individual instruction at home or in school whenever in the judgment of the local board of education, with the approval of the Office of the County Superintendent of Schools and the Bureau of Special Education and Pupil Personnel Services, it is impracticable to provide a suitable special education program for a pupil pursuant to paragraphs 1, 2, 3, 4, 5, 6, or 7 of this subsection.

6:28-2.3 Certification for personnel serving educationally handicapped pupils

(a) All professional personnel serving educationally handicapped pupils shall possess appropriate New Jersey certification or licensing.

(b) Pupils classified as educationally handicapped in special class programs shall be the primary instructional responsibility of a teacher certified to teach pupils so disabled. Such teachers shall work cooperatively with other teachers.

Module I
Unit IV
HO-10

BUREAU OF SPECIAL PROGRAMS

FACT SHEET

Fred G. Burke
Commissioner of Education

Gustav H. Ruh
Deputy Commissioner

Prepared under the direction of the
Bureau of Special Programs
Division of Vocational Education
and Career Preparation

William Wenzel
Assistant Commissioner

New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625
Spring 1981

PTM. NO. 200.13

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BUREAU OF SPECIAL PROGRAMS
FACT SHEET

Introduction

The Bureau of Special Programs provides supervisory and leadership services to local educational agencies for the purpose of initiating, maintaining, extending and improving specialized vocational education programs and services for all students, with an emphasis on educationally disadvantages and handicapped students.

The primary purpose of such programs and services is to improve the operations of career awareness, career exploration, occupational exploration/skill development, and vocational guidance, counseling and placement.

A. Purpose of: Vocational Program Services for Regular and Special Populations

The Bureau of Special Programs advocates a K-12 sequence of career/vocational programs for all students, including regular, educationally disadvantaged and handicapped students. This sequence is intended to help students develop positive self-concepts, improved decision-making capabilities, a realistic assessment of their vocational interests, aptitudes and abilities and the skills required for successful job entry and/or continuing education. Included in this basic program sequence are: Technology for Children, Introduction to Vocations, Career/Vocational Guidance and Counseling, Experience-Based Career Education, Industrial Arts, the American Industrial Arts Student Association and the Learning Exchange Program.

In addition to this basic sequence of career/vocational experiences for all students, the bureau advocates a sequence of specially designed vocational programs and modified vocational programs for disadvantaged and handicapped students.

Specially designed programs are intended to help the disadvantaged and/or handicapped student relate education to the real world, remain in school and obtain the skills necessary to gain entry into modified or regular vocational programs. Included in this program sequence are: Employment Orientation, Work Experience and Career Exploration Program, Work Study, Summer Coupled Work Study and Cooperative Industrial Education for Special Needs Students.

Modified programs are intended to help the disadvantaged and/or handicapped student develop the skills necessary for entry into regular vocational programs or the world of work. These are programs wherein the delivery of vocational education is modified on the basis of a preplacement assessment of each student's disadvantage and/or handicap.

Modifications may include: simplified curriculum, specialized teaching strategies and techniques, programmed instructional materials, reduced class size, and other support services needed to enable special needs students to develop skills necessary for entry into regular programs or the world of work.

When it is determined that a student may benefit best through placement in a modified vocational program, the Bureau of Special Programs works hand-in-hand with the Bureau of Occupational Programs to ensure appropriate placement and program modification.

B. Identification of Eligible Students

Basic to placing special needs students in either special or modified programs is accurate identification of eligible students.

The following criteria, therefore, are used in identifying eligible students for each category of specialized program service.

- Educationally Disadvantaged - student is a potential dropout (chronic unexcused absences, frequent tardiness), is two or more years below proper grade for age, has insufficient communication or computation skills for regular vocational program, is unable to form responsible relationships within the school or community environment, and/or exhibits other evidence of failure which might prevent success in a regular vocational program. (Identification is the responsibility to the local educational educational agency.)

- Handicapped - student is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or has other specific learning disabilities which may prevent success in a regular vocational program. (Identification and classification is the responsibility of the child study team.)

- Limited English Proficient - student's native tongue is other than English, and/or student comes from an environment where a language other than English is dominant and, by reason thereof, has difficulty in speaking and/or understanding instruction in English. (Identification is the responsibility of the local educational agency.)

C. Description of Specialized Vocational Programs and Services

The following is a description of programs and services supervised by the Bureau of Special Programs.

1. Technology for Children

Technology for Children (T4C) is a multi-sensory, multi-media, hands-on approach to career education for all elementary school children (K-6) that introduces new, emerging and present technologies, as well as world or work concepts, into the disciplines of language arts, science, mathematics and social studies.

Principally, this career awareness program helps students better understand the vast number of jobs available in professional, service and nonprofessional fields.

2. Introduction to Vocations

Introduction to Vocations (IV) is a program designed to provide all students in grades 6-12 with career exploration. Intended to be taught through a team teaching approach, the program is implemented through classroom instruction, hands-on activities, field trips, job visitations and presentations and demonstrations from business and industry.

Introduction to Vocations is designed specifically to bridge the experience gap between the elementary career awareness program (Technology for Children) and the educational/occupational courses and programs offered in both comprehensive and vocational high schools.

3. Employment Orientation

Employment Orientation (EO) is a two-phase, in-school, hands-on vocational program designed for special needs students. The program offers simulated work experiences to help students develop sound work habits and attitudes and relate satisfactorily to their peers and superiors and a diversity of basic skill training experiences to help them develop interests and determine aptitudes and abilities.

Employment Orientation is specifically designed to bridge the gap between exploratory experience (Introduction to Vocations for special needs students) and placement in part-time employment (Cooperative Industrial Education for special need students).

4. Work Experience and Career Exploration Program

The Work Experience Career Exploration Program (WECEP) is a specially designed cooperative vocational education program which enables 14- and 15-year-old disadvantaged, handicapped and/or school-alienated youth to explore career possibilities and accumulate graduation credit through a combination of job-related classroom instruction and regularly scheduled, part-time, paid employment. The ages of students eligible for enrollment in the program demands that job placement be in non-hazardous occupations for a maximum of 23 hours of training per week.

The ultimate goal of this program is to help school-alienated or disadvantages youth see purpose and value in education, develop a feeling of self-worth, attend school regularly and attain the job skills that will lead to basic employability.

5. Career/Vocational Guidance and Counseling

Career/Vocational Guidance and Counseling is a service that assists all persons in identifying their present level of career development needs and developing options for attending to those needs. This service includes: individual and group counseling, student assessment and testing, in-service training for other in-service personnel and coordination of parent, community, industry and labor resources.

Job placement, a major component of this service, places students (ages 14 and older who are not being served by any other vocational educational program) in after-school, weekend and/or vacation-time jobs. These jobs provide students with financial resources and the chance to explore skills and interests that may improve their ability to formulate further career plans.

6. Experience - Based Career Education

Experience-Based Career Education (EBCE) is a career exploration program designed to help high school students gain more realistic information about occupations, work roles and work attitudes through unpaid, in-school and out-of-school experiences.

The following are vital components of all EBCE programs:

* Career Counseling, provided in a class that meets at least 120 minutes per week, focuses on identifying career interests, aptitudes and abilities; understanding the world of work; developing general employability, decision-making and problem-solving skills; and developing related academic subject skills.

* In-School Career Exploration, a part of the classroom experience, provides an opportunity for students to explore careers of interest through the use of printed and visual materials and community resource speakers.

* Community Career Exploration, an out-of-school experience, affords students an opportunity to spend up to 18 hours per cluster/community site in unpaid job sampling. This experience is supervised by both a school-based coordinator and a site supervisor.

7. Industrial Arts

Industrial Arts (IA) provides a planned series of experiences and activities for all students (elementary through high school) outlining the industrial and technological aspects of life.

Through real and simulated experiences with tools, materials and processes, students gain insight into industrial operations such as (but not limited to) manufacturing, construction, communication and transportation/power/energy.

These experiences assist students in making career and life-style choices and prepare them for entry into advanced vocational and technical education programs.

8. New Jersey-American Industrial Arts Student Association

The New Jersey chapter of the American Industrial Arts Student Association (AIASA) is a vocational student organization for elementary, middle, junior high, and senior high school students who are presently enrolled in, or have completed, industrial arts courses.

Programs of AIASA are designed to develop students' leadership skills and personal abilities as they relate to the industrial-technical world.

Supervised by certified industrial arts personnel, activities of AIASA are integrated with classroom activities and include (but are not limited to) individual/group projects, contests and school/community service.

9. Work Study

Work study is a noncredit financial support program designed to help needy vocational students remain in school by providing them with jobs outside of school hours to help alleviate their financial problems.

Students eligible for this program must be enrolled in vocational programs approved by the Division of Vocational Education and Career Preparation and must be between 15 and 20 years old. Jobs for students in the program must be located in public agencies.

10. Summer Coupled Work Study

Summer coupled Work Study is a program which affords needy students, 15 to 20 years of age, an opportunity to earn and learn by combining a paid work experience with meaningful in-school vocational activity. This program joins together components of Work Study and Employment Orientation.

Students participating in this program spend five hours a day on the job and two hours a day in a hands-on, in-school vocational program. Jobs for students in the program must be located in public agencies.

11. Learning Exchange Program

The Learning Exchange Program (LEX) is an interagency effort providing cooperative industrial education students in New Jersey with career training and hands-on experiences not ordinarily available to high school students. Many of the trades and occupations for which students are trained are highly skilled and technical in nature, involving million dollar aircraft and airground equipment.

The agencies participating in this cooperative training are the United States Department of Labor, the United States Department of Defense, the New Jersey Department of Defense, the New Jersey Department of Education and local educational agencies.

Offered at local National Guard work stations, the program uses full-time guard personnel and guard facilities to prepare student-learners, on a one-to-one basis, in various trades and occupations. Participating students receive a stipend equal to the legal federal minimum wage and also earn up to 15 credits toward their diploma. LEX differs from other cooperative industrial education programs in that the local board of education, as opposed to the employer, pays the student's salary and provides for the necessary payroll and worker's compensation services through a contract with the State Department of Education.

12. Cooperative Industrial Education for Special Needs Students

Cooperative Industrial Education for Special Needs Students (CIE III) is a program wherein disadvantaged and/or classified students work toward career goals and graduation credit through a combination of job-related classroom instruction and regularly scheduled, part-time, paid employment, both supervised by the same teacher-coordinator. Emphasis in this program is placed on entry-level skills and adjustments needed to proceed from full-time school to full-time employment.

All cooperative vocational education programs are under the direct supervision of the Bureau of Occupational Programs; however, the Bureau of Special Programs provides support services important to the effective implementation and operation of Cooperative Industrial Education programs that serve disadvantaged and handicapped populations.

TYPES OF SPECIALIZED VOCATIONAL AND OCCUPATIONAL TRAINING PROGRAM SERVICES AVAILABLE THROUGH THE BUREAU OF SPECIAL PROGRAMS

TYPES OF PROGRAMS	TYPES OF SCHOOLS Elementary School	Middle School	Comprehensive High School	Vocational High School
Technology for children K-6	x			
Introduction to Vocations 6-12	x	x	x	x
Employment Orientation		x	x	x
Work Experience and Career Exploration Program		x	x	x
Career/Vocational Guidance and Counseling	x	x	x	x
Experienced-Based Career Education			x	
Industrial Arts	x	x	x	x
NJ American Industrial Arts Student Association	x	x	x	x
Work Study and Summer Summer Coupled Work Study		x	x	x
Learning Exchange Program			x	x
Cooperative Industrial Education for Special Needs Students			x	x
Services for the Disadvantaged	x	x	x	x
Services for the Handicapped	x	x	x	x
Services for the limited English Proficient	x	x	x	x

Note: Regular vocational programs should be modified, where applicable, to meet the needs of the disadvantaged, handicapped and limited-English proficient populations. Technical assistance to accomplish program modification is available through the Bureau of Special Programs.

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STAFF
BUREAU OF SPECIAL PROGRAMS

NOTE: General inquiries should be directed to the bureau director; inquiries concerning specific programs or services should be directed to program service specialists.

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Bureau of Special Programs
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Limited English Proficient Services
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EMPLOYMENT ORIENTATION AND WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM

Director
Employment Orientation and
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WORK STUDY, SUMMER COUPLED WORK STUDY AND LEARNING EXCHANGE PROGRAM

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION AND CAREER PREPARATION
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

Sequence of Vocational and Occupational Training Programs for Students with Special Needs

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Assistant Commissioner of Education
Division of Vocational Education
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Mr. Harold R. Seltzer
Deputy Assistant Commissioner
Division of Vocational Education
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Mr. John A. Wanat, Director
Bureau of Special Programs
Division of Vocational Education
and Career Preparation

Bureau of Special Programs

The primary purpose of the Bureau is to provide a continuum of special programs through which students can develop a positive self-concept, a career decision-making capability, a vocational assessment of their interests, aptitudes and abilities, and vocational habits and attitudes prior to entering specific occupational programs through projects of career awareness, exploratory experiences, consumer knowledge, work experience, vocational guidance and pre-vocational preparation.

The secondary purpose of the Bureau of Special Programs is to interface the continuum consortium with the Bureau of Occupational Programs, provide teacher in-service training and develop and monitor innovative special programs.

Technology for Children (T4C): Technology for Children is a multi-media, multi-sensory, hands-on approach to education through the introduction to modern technologies into the existing curriculum.

Principally, T4C will enrich the disciplines - Language Arts, Science, Mathematics and Social Studies. It will also focus on new, emerging, and present technologies to include world of work concepts in addition to better understanding of the vast number of jobs available in professional fields, service, nonprofessional and individual pursuits.

Introduction to Vocations (IV): The IV project is part of the career development concept and is a realistic guidance program for all students to explore occupational opportunities. It is organized to be an integral part of the student's overall educational plan. Designed as a team teaching approach, Introduction to Vocations aids students in gaining occupational/ educational career exploration. Introduction to Vocations is implemented through classroom instruction, "hands-on" activities, field trips, job visitation days and by providing speakers and demonstrations from business and industry. The Introduction to Vocations program is available for 7th through 12th grade students. Sixth grade students may be included in the program if they are in a middle school situation.

Employment Orientation (EO): An in-school, hands-on, vocational program which involves two phases of development: The first phase called "simulated work: exposes the student to simulated work tasks to help him/her develop sound work habits and attitudes, and to relate satisfactorily to their peers and supervisors. The second phase is the "Training Phase" which provides the individual student with basic skills in the occupational areas for which they have shown interest and aptitude.

Work Experience Career Exploration Program (Age 14-15): WECEP is a cooperative program that is pre-cooperative education. The age level of students, eligible for enrollment in the program, 14-15 year, demands that job placement be in non-hazardous occupations for a maximum of 23 hours of training per week.

Career Counseling and Guidance is provided to assist the individual in identifying his/her present level of career development, determining career development needs and developing options for attending to those needs. This service includes individual and group counseling, student assessment and testing, inservice training for other educational personnel and coordination of teacher, parent, community, industry and labor resources.

Also, a vital component of a comprehensive career counseling and guidance service is job placement (age 14 and above). This is the part or full-time job placement of students not being served by any other vocational education program into after-school, weekend and vacation-time jobs. These job opportunities provide students with financial resources as well as the opportunity to explore skills and interests which may improve their ability to formulate further career plans.

Experienced-Based-Career-Education (EBCE) is a program which provides high school students with career exploration experiences at work sites in the community along with career counseling and in-school exploration. Its purpose is to help students gain more realistic information about occupations and about work roles and attitudes through non-paid experiences in the world of work.

EBCE programs include the following components: Career Counseling--a class that meets for at least 120 minutes per week which focuses on identifying career interests, aptitudes and abilities, understanding the world of work, general employability skill, decision making and problem solving skills, and related academic subject skill development.

In School Career Exploration--part of the classroom experience which provides an opportunity for students to explore careers of interest through the use of printed and visual materials as well as through community persons invited into the school to speak about careers.

Community Career Exploration--an experience where students may spend up to 18 hours per cluster/community site to engage in non-paid job sampling. This experience is supervised by a school-based coordinator as well as a site supervisor.

Students may be given academic credit for an EBCE experience. Students are encouraged to participate in an EBCE program in 9th and 10th grade so that they may move into the appropriate academic or vocational programs related to their career goal in grades 11 and 12.

Industrial Arts (IA) is a program of instructional and laboratory experiences which will provide basic education for all students, related to the industrial and technological aspects of life. It offers opportunities to gain insite into construction, production, recreation, and consumerism through real and simulated experiences with tools, materials, and processes which will equip students with the ability to make wiser and more meaningful educational, career, and life-style choices, or prepare them for entry into advanced vocational and technical education programs.

NJ-AIASA

The New Jersey Chapter of the American Industrial Arts Student Association is a vocational student organization for elementary, junior high and senior high school students who are presently enrolled in, or have completed industrial arts courses.

AIASA is designed to develop the leadership and personal abilities of students as they relate to the industrial-technical world.

AIASA is recognized by the United States Office of Education (USOE), the New Jersey Department of Education, the American Vocational Association (AVA), and the student organization devoted exclusively to the needs of industrial arts students.

Work Study (Age 15-20): Work study is a non-credit financial support program which is designed to help needy vocational pupils to remain in school by providing them with a job outside of school hours, which will help alleviate their financial problems.

Such pupils must be enrolled in vocational programs approved by the Division of Vocational Education and Career Preparation and they must be not more than 20 nor less than 15 years of age.

Learning Exchange Program (LEX): The New Jersey Cooperative Industrial Education National Guard Program is a joint venture between the United States Department of Labor, Office of National Training Programs; and three New Jersey agencies: Department of Defense; the New Jersey National Guard; Department of Education, Division of Vocational Education and Career Preparation; and participating New Jersey local school boards. The Learning Exchange Program, an extension of the existing New Jersey Cooperative Industrial Education Program, takes on a new slant by providing career training and on-the-job experiences that, heretofore, were unavailable to high school students.

The New Jersey students receive a stipend equal to the legal federal minimum wage; and up to 15 credits towards their diploma at the end of the school year. Unlike other cooperative industrial education programs where the employer pays the student's salary, the local boards of education, through a contract arrangement with the State Department of Education, Division of Vocational Education and Career Preparation, provide the necessary payroll and workmen's compensation services.

Most of the National Guard work stations involve "hands-on" experience with highly sophisticated equipment which would not ordinarily be available at the local high school. The program at the Guard units not only affords the students the opportunity to work with million dollar aircraft and airground equipment, but it also provides training in the student's selected career field.

Disadvantaged Program Services: Vocational education funds are categorically earmarked to provide services for those persons "(other than handicapped persons) who have academic or economic disadvantages and require special services, assistance, or programs in order to enable them to succeed in vocational education programs."

The following criteria should be utilized in identifying students for disadvantaged services:

- Potential dropouts including chronic unexcused absences and/or tardiness.
- Two years below proper grade for age.
- Insufficient communication and/or computation skills for a regular vocational program.
- Inability to form responsible relationships with others in the regular school environment.

Vocational services for the disadvantaged are not replacements for academic development, but they are intended to help youth relate education to the real world, remain in school, and obtain the skills necessary to cope with the environment. These services may be provided best by coordinating guidance/counseling, academic remediation, skills development, needs assessment/programming, teacher assistance and work-study to meet student requirements.

Endemic to successfully servicing the disadvantaged are identification of the student, assessing vocational needs, and providing teaching staff with the necessary abilities.

Services are provided in the following manner:

1. Specially designed programs
    a. Employment Orientation
    b. Work Experience Career Exploration
    c. Alternative School
    d. Work Study
    e. Supportive Services

2. Modified programs

   a. Substantial individualized instruction
   b. Learning modules that are manageable
   c. Coordinated academic remediation
   d. Flexible scheduling
   e. Supportive services

Handicapped: All students in the program will be identified by the Child Study Team as being handicapped according to the following definition:

> Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps and for that reason require special educational assistance of a modified vocational or consumer and homemaking education program.

Modified Vocational Education Programs: A modified vocational education program is defined as a program designed (1) to address the problems which have led to a student's educational disadvantagement, and (2) to develop those skills necessary for entry into successful employment.

Modifications in the regular curriculum must be made for the individual student based on an assessment of interests, aptitudes and abilities.

Limited English Speaking (LES) Programs: A large number of youth have been identified as LES. As students, they "experience sufficient difficulty with the ability to communicate in English that their capacity to learn is reduced to the point that they do not substantially comprehend the course material."

LES is a disadvantagement that is identified in the Vocational Education Act and Amendments, and it is categorically earmarked for servicing.

In addition to local education agency services, Community Vocational/Career Specialists--Limited English Speaking are located in each of the Educational Improvement Centers. Some counties provide Bi-lingual consultants to also influence the participation of the LES in vocational programs.

Some of the services being offered the LES are listed.

- Liaison between the LES community and the vocational education community.

- Promotion of career education offerings for LES.

- Development of vocational training opportunities through specially designed and modified programs.
- Influence the training and employment of bi-lingual vocational teachers.

Cooperative Vocational-Technical Education

The Bureau provides support services important to the effective implementation and operation of cooperative vocational-technical education programs serving the disadvantaged and handicapped populations.

PREFERRED SEQUENCE OF VOCATIONAL AND OCCUPATIONAL TRAINING PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

TYPES OF PROGRAMS	TYPES OF SCHOOLS			
	Elementary School	Middle School	Comp. H.S.	Vocational H.S.
Technology for Children...K-6	x			
Introduction to Vocations	x	x	x	x
Employment Orientation		x	x	x
WECEP		x	x	x
Vocational Guidance and Counseling		x	x	x
Experience Based Career Education		x	x	x
Industrial Arts	x	x	x	x
AIASA	x	x	x	x
Work Study		x	x	x
Learning Exchange Program			x	x
Disadvantaged Programs	x	x	x	x
Handicapped Programs	x	x	x	x
Cooperative Programs			x	x
Modified Regular Programs			x	x
Limited English Speaking	x	x	x	x

Others: Special Needs Students who can succeed in vocational education should be scheduled into vocational programs where they already exist in schools. Example: Vocational Trades, Business Education, Health Occupations, Agriculture, etc.

Direct inquiries to: John A. Wanat, Director
Bureau of Special Programs
(609) 292-5822

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Inquiries concerning the specific programs listed should be directed to:

Introduction to Vocations - John Williams
(609) 292-5622

Employment Orientation and WECEP - Oscar S. Henderson
(609)292-5720

Vocational Guidance and Counseling and Experienced Based Career Education - Donna Cubit-Swoyer
(609) 292-5720

Industrial Arts Education - Richard P; Callan
(609) 292-5720

AISA - Stanley Grajewski
(609) 292-5720

Work Study - Donald Jones
(609) 292-5820

Learning Exchange Program - Donald Jones
(609) 292-5820

Disadvantaged Programs - Rupert L. Brewster
(609) 292-5720

Handicapped Programs - Dean Garwood
(609) 292-5720

Cooperative Education Programs
(609) 292-8540

EDUCATIONAL IMPROVEMENT CENTERS
Limited English Speaking
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Angel Carrion - EIC South
(609) 228-6000

Edwin Gutierrez - EIC Northeast
(201) 731-8400

Alfredo Rivera - EIC Northwest
(201) 539-0331

Technology for Children - Fred J. Dreves
EIC Central
(609) 452-2258

HELP FOR THE HANDICAPPED FROM THE NEW JERSEY DIVISION OF VOCATIONAL REHABILITATION SERVICES

A physical or mental disability doesn't have to be a barrier to employment. Today, thousands of disabled men and women in New Jersey are holding productive jobs and leading more meaningful lives, thanks to help from the State's Division of Vocational Rehabilitation Services.

If you're a disabled person who would like a brighter future, see your local New Jersey Rehabilitation office. A counselor may help you get started on the road to a better job and independence.

WHO IS ELIGIBLE?

To be eligible for vocational services a person must:

1. Be at or near working age.
2. Have a physical or mental disability that is a substantial handicap to employment.
3. Be able to benefit from services of the rehabilitation program and able to work in a competitive or sheltered situation.

Physical and mental impairment which may qualify for services include: mental retardation, emotional and social maladjustments, brain injury, hearing, speech, heart defects, diabetes, epilepsy and orthopedic disabilities.

VOCATIONAL SERVICES THAT CAN LEAD TO A BRIGHTER FUTURE FOR THE HANDICAPPED.

1. REHABILITATIVE EVALUATION.

Medical and vocational evaluations are required to determine the extent of disability and to help determine work potential. This examination also helps determine eligibility for services.

2. VOCATIONAL GUIDANCE AND COUNSELING.

Each person will be given individual counseling and guidance by a Vocational Rehabilitation Counselor, to help the disabled person select and attain a job commensurate with his/her ability and skills.

3. MEDICAL SERVICES.

To restore or improve the disabled person's ability to do a job, medical services may be provided. Such services include medical, psychiatric and hospital care, if needed, to reduce or remove the disability.

4. APPLIANCES.*

Artificial limbs, hearing aids, braces, optical aids, wheel chairs and other prosthetic appliances may be provided, if necessary, to increase the individual's work capacity.

5. OCCUPATIONAL EQUIPMENT AND TOOLS.*

When necessary, tools, occupational equipment and licenses needed for employment may be provided.

6. TRAINING.*

Vocational training to prepare the individual for gainful employment may be secured in colleges, universities, trade schools, on-the-job, and approved workshops.

7. ROOM, BOARD AND TRANSPORTATION.*

In selected cases, costs for room, board, transportation may be provided within certain limitations in order to achieve the vocational goal.

8. JOB PLACEMENT AND FOLLOW-UP.

Placing a person in a job for which they have been prepared is the ultimate goal of vocational rehabilitation. The Vocational Counselor will continue to aid a disabled person until that person has been placed in a job and is doing work that is within his/her capabilities.

* Financial help is based upon establishment of economic need.

HOW TO APPLY.

The New Jersey Division of Vocational Rehabilitation Services maintains a network of offices throughout the state, each staffed by rehabilitation counselors. (See list). A handicapped person or any of these offices, or the application below may be completed and mailed to any local office. Applicant will be contacted upon receipt of application.

New Jersey Department of Labor and Industry, Division of Vocational Rehabilitation Services, Administrative Office: Labor and Industry Building, 10th Floor, John Fitch Plaza, Trenton New Jersey 08625. Telephone: 609-292-5987.

CONFIDENTIAL BRIEF APPLICATION

LAST NAME FIRST NAME MIDDLE INITIAL

SS# AGE NUMBER STREET

CITY

STATE COUNTY

DISABILITY

Marital Status:
( ) Married ( ) Separated
( ) Widowed ( ) Never Married
( ) Divorced

Have you ever before applied to this Agency?
Yes ( ) No ( ) If so, when?

Where?

Are you physically able to come to this office?
Yes ( ) No ( )

Does your disability interfere with your working?
Yes ( ) No ( )

Brennan Byrne, Governor
John J. Horn, Commissioner
George R. Chizmadia, Director

NEW JERSEY DEPARTMENT OF LABOR AND INDUSTRY
Division of
VOCATIONAL REHABILITATION SERVICES
Administrative Office
Labor and Industry Building, 10th Floor
John Fitch Plaza, Trenton, New Jersey 08625
Telephone 609-292-5987

LOCAL OFFICES

Atlantic City
1545 Pacific Avenue 08401
609-345-5965
(Atlantic)

Bridgeton
39 North Laurel Street 08302
609-451-9098
(Cumberland Salem)

Camden
2600 Mt. Ephram Avenue 08104
609-757-2781; 2782; 2783
(Camden)

Cape May
Cape May County Social Service
Center, Rts. 9 & 47 08242
Rio Grande
609-729-9200, Ext. 312
(Cape May)

East Orange
30 Evergreen Place, 6th Floor 07018
201-648-2882; 2883
(Suburban Essex)

Elizabeth
1173 East Grand Street 07201
201-648-4800
(Union)

Hackensack
10 Banta Place 07601
201-487-7890
(Bergen)

Hackettstown
Doctor's Park, Seber Lane 07840
201-852-4110
(Sussex, Warren)

Jersey City
2857 Kennedy Boulevard 07306
201-653-2929
(Hudson)

Morristown
7 Sussex Avenue, 2nd Floor 07960
201-539-3660
(Morris)

Newark
80 Mulberry Street, Room 201 07102
201-648-3367; 3445; 3493
(Essex, Newark City)

New Brunswick
29 Livingston Avenue & New St. 08901
201-545-8120
(Middlesex)

Paterson
370 Broadway 07501
201-271-3050
(Paterson, Passaic, Clifton)

Pompton Lakes
750 Hamburg Turnpike 07442
201-835-8902
(Passaic)

Red Bank
Eisner Bldg. 54 Broad Street 07701
201-842-4700
(Monmouth)

Somerville
352 E. Main Street 08876
201-526-0550
(Somerset)

Toms River
Dover Mall, Rts. 166 & 37 08753
201-244-2020; 2122
(Ocean)

Trenton
150 East State Street 06625
609-292-2940
(Mercer, Hunterdon)

Willingboro
Rt. 130 North, Willingboro 08046
Village Mall
609-871-6800
(Burlington)

Woodbury
79 Cooper Street 08096
609-848-5300
(Gloucester)

If you do not find a nearby office listed, call or write the Division of Vocational Rehabilitation Services.

A VOCATIONAL DELIVERY SYSTEM FOR THE MILDLY RETARDED

Harry P. Bluhm
University of Utah

It is estimated that there are 6.1 million retarded persons in the United States. Approximately 2.4 million of these individuals are children and young people under 21 years of age. According to conservative estimates, three-fourths of these individuals could become self-supporting and another 10% to 15% partially self-supporting as adults if appropriate education and training are given to them.

To attain these expectations, delivery systems must be implemented to enable the retarded citizen to become employed either competitively or under sheltered conditions. My purpose is to discuss a vocational delivery system that is aimed primarily at the competitive employment market. This system consists of two phases, a prevocational or educational phase and a vocational or work-oriented phase. The components of each phase are diagrammed in Fig. 1.

THE PREVOCATIONAL PHASE

The prevocational phase is educationally based and incorporates several fundamental aspects of occupational training. This phase generally commences at the junior high school level and is maintained in the initial senior high curriculum. It precedes the vocational phase, which begins in the upper grades of high school and may continue at the postsecondary school level. Curriculum considerations provide for the development of functional academic skills, exploratory experiences pertaining to the world of work, and the attainment of personal-social and home-living skills needed to function in society.

Functional academic skills

The purpose of academics, according to Syden (1962), is to provide retarded individuals with information and experiences that should assist them in meeting daily problems, finding their place in the economic world, and giving them an understanding of their responsibilities as citizens. Basic skills would be taught in reading, language, and number concepts during the elementary years with the emphasis taking a decidedly vocational direction during the junior and senior high school years.

Reading. Baroff (1974) suggests that a secondary reading skills program with the primary focus on protection and information is necessary. The ability to read safety and warning signs are primary examples of the protection emphasis. Reading for information includes the functional use of catalogs, telephone directories, maps, classified ads, magazines, television and movie listings, etc.

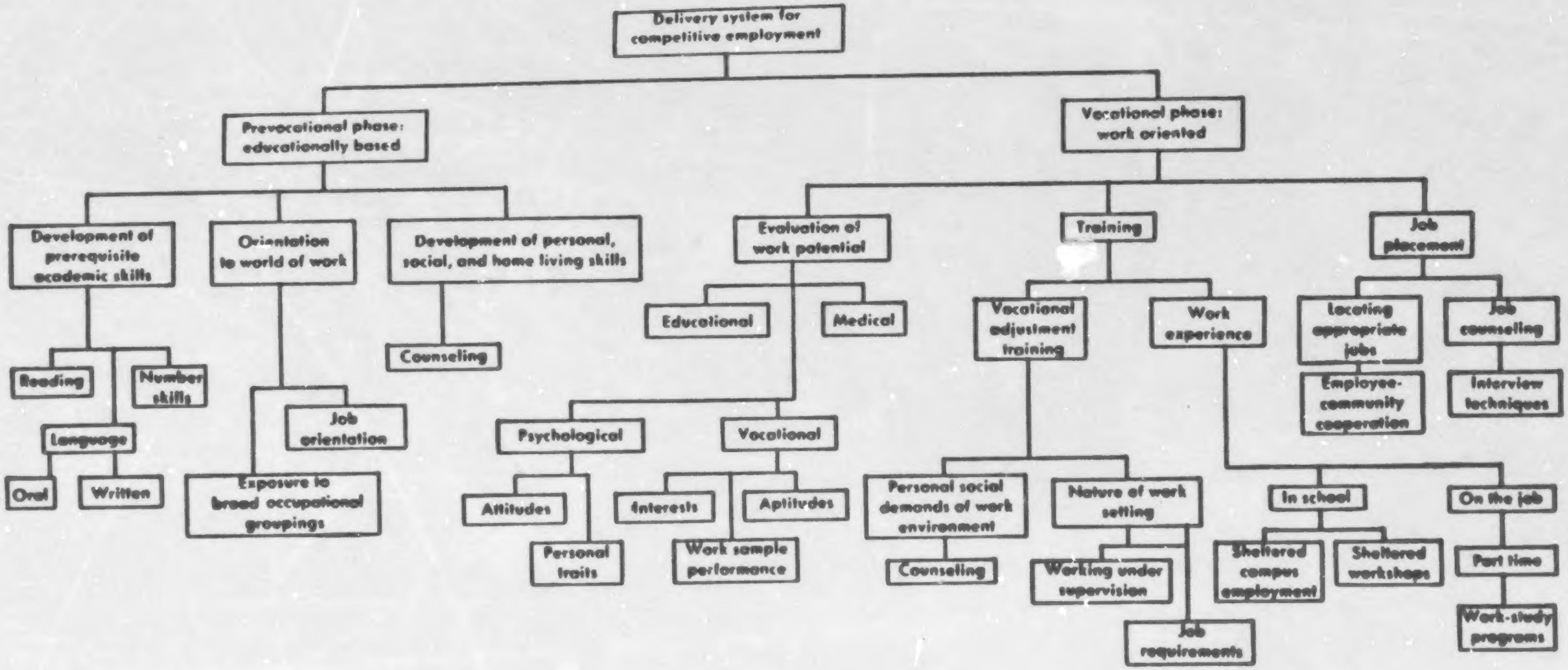
Delivery system for competitive employment
Prevocational phase: educationally based
Vocational phase: work oriented
Development of prerequisite academic skills
Orientation to world of work
Development of personal, social, and home living skills
Evaluation of work potential
Training
Job placement
Reading
Number skills
Language
Oral
Written
Job orientation
Exposure to broad occupational groupings
Counseling
Educational
Medical
Psychological
Vocational
Attitudes
Personal traits
Interests
Aptitudes
Work sample performance
Vocational adjustment training
Work experience
Personal social demands of work environment
Counseling
Nature of work setting
Working under supervision
Job requirements
Locating appropriate jobs
Employee-community cooperation
Job counseling
Interview techniques
In school
Sheltered campus employment
Sheltered workshops
On the job
Part time
Work-study programs

Fig. 1. A vocational delivery system for the mildly retarded individual.

BEST COPY AVAILABLE

Language. The primary focus of language instruction is oral expression or the effective use of expressive language (Martens, 1950). Listening for comprehension, carrying on conversations, talking on the telephone, and being able to ask and answer questions are all critical to the development of basic communication structures. A degree of writing proficiency should also be attained by retarded individuals, permitting them to write legibly and accurately in either print or cursive form. They should develop experience in completing various printed forms and in writing personal and business letters.

Number skills. The basic skills in arithmetic would essentially be delimited to addition and subtraction, although multiplication, short division, and simple fractions are also relevant concepts of the arithmetic curricula for this population. The ability to read time tables and schedules and to employ common units of measures must be emphasized in order to ensure job survival.

The application of number skills to the activities of daily living becomes essential. Thus retarded individuals must develop the skill of using coins and bills of all denominations and must learn about budgeting, banking, credit buying, insurance, taxes, and wage and payroll deductions.

Summary. Although functional academic skills are accented in the retarded individual's educational program, literature in this area has suggested that the absence of functional reading and number skills does not seriously limit the employment of retarded individuals in unskilled work. Dinger (1961) indicates that almost one-half (47%) of the jobs engaged in by employed retarded individuals required no more writing than signing a paycheck or application form. Additionally, 67% of the jobs required only the reading of single words (word recognition), and 33% required no reading at all. These findings suggest that at the junior and senior high school levels the educational experience should not be limited totally to academic training but should also include prevocational and vocational experiences as well (Baroff, 1974).

Orientation to the World of Work

Special education teachers and/or school counselors have the responsibility of orienting retarded individuals to the world of work. Vocational guidance deals with the matters of occupational choice, preparation, placement, and adjustment on the job (London, 1973). Typically, vocational guidance regarding career choice is initiated during the latter part of the adolescent years. However, during junior high school retarded individuals are generally introduced to the world of work through simulated and on-the-job exploratory experiences. They learn about various occupations, participate in industrial tours or field trips, and experience certain jobs through in-school work situations.

Specifically, classroom experiences for the retarded individual would involve learning about the opportunities and requirements of service, clerical, agricultural, skilled, semi-skilled, and unskilled occupations. These seem to be the job areas in which most retarded persons find employment. The percentage of retarded individuals employed in given job areas is reported to be: service (30%), clerical (12%), agricultural (5.9%), skilled (5.4%), semiskilled (19.3%), unskilled (21.2%), and family worker (6.2%) (President's Committed on Employment of the Handicapped, 1963).

It is also highly recommended that parents of the retarded be involved in this orientation. This permits both parties to obtain information regarding the opportunities available, facts about entry requirements, working conditions, duties performed, health hazards encountered, and the rate of pay for each of the studied occupations.

Field Trips. The field trip experience provides the retarded individual with firsthand information regarding alternative career choices. The individual becomes aware of working conditions and worker requirements through this direct observation method (London, 1973). These field trips, organized as part of the orientation process, include visits to laundries, medical center, hotels, restaurants, large retail stores, meat packing plants, and large farms or dairies. It is important to note that the use of audiovisual media and specialized guest speakers is an effective alternative when personal direct observation is not possible.

Simulated work experience. The in-school simulated work experience provides another means of orienting retarded individuals to occupational alternatives. These simulated experiences coordinate the interests and capabilities of the retarded individual to the requirements of the work setting. Common junior high experiences include school lunch, custodial, shop, school office, and library clerical jobs. The in-school work placement program at the senior high level provides specific preparatory training experiences prior to on-the-job- training.

Personal-social and home-living skills. The retarded individual must possess the requisite personal-social and home-living skills in order to function independently in society and become engaged in productive work experiences. Throughout the junior and senior high school levels, instructional objectives should focus on assisting retarded individuals to : (1) become aware of themselves, their strengths, and their limitations; (2) develop good health and nutritional practices; (3) become aware of and maintain appropriate dress and grooming; (4) get along with other--adults, the opposite sex, and the same sex peers; and (5) develop home economic skills (Baroff, 1974).

Retarded individuals who are experiencing poor peer relationships, feeling of inadequacy, and a tendency toward self-depreciation may need counseling services. When a counseling service is available the counselor should seek to provide a much more friendly, accepting, and supportive learning situation than would be required for nonretarded individuals with these same feelings (Thorne, 1960).

THE VOCATIONAL PHASE

The primary purpose of the vocational phase is preparation of the retarded individual for placement in the world of work. The components of this phase, including the evaluation of work potential, job training, and placement, have their roots in the trait and factor vocational theory (Shertzer and Stone, 1968; Zaccaria, 1970). This theory provides for the following steps:

1. The traits of the retarded individual are to be assessed by psychological tests and other evaluative tools. This permits the retarded individual and those who work with him or her to obtain a clear understanding of the individual's attitudes, abilities, interests, ambitions, resources, and limitations.
2. An assessment is obtained regarding the requirements and conditions for success, advantages, compensation, and the prospects of alternative occupational opportunities as they relate to the retarded individual.
3. The counselor (school and/or rehabilitation), the special education teacher, or the vocational coordinator seeks to match the retarded individual to the job with the greatest opportunity for success.

The relationship between the components of the vocational phase and the steps associated with the trait and factor theory is shown in Fig. 2. Burrow (1964) suggests that the match between the job and the individual is the culmination of the entire job development process. The retarded individual's prospects for job stability are not good if the match is not made on a completely selective basis.

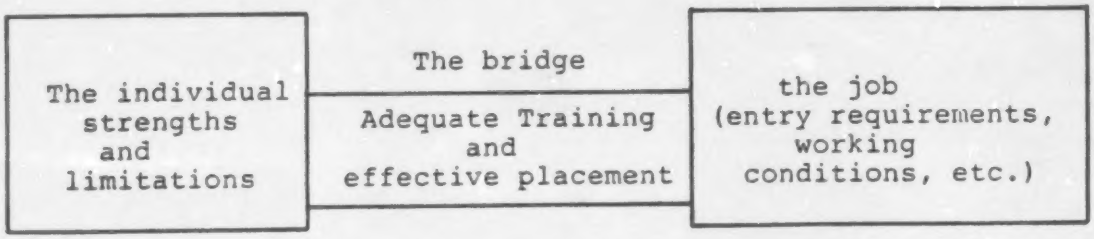
The individual strengths and limitations
The bridge
Adequate Training and effective placement
the job (entry requirements, working conditions, etc.)

Fig. 2 Matching the individual and the job.

Evaluation of work potential

The purpose of evaluating the work potential of retarded individuals is to determine what type of work they can do or can be trained to do. This requires identifying the specific abilities or assets they may possess. The evaluation should be comprehensive in order to examine the retarded individual's intellectual abilities, academic achievement, manual skills, personality traits, vocational interests, etc. (Patterson, 1964; Katz, 1968; Kolstoe, 1960).

Instruments used to collect these data include standardized tests, attitude scales, vocational adjustment scales, checklists, rating scales, personal-social inventories, performance scales, interest inventories, and work samples. A basic concern regarding the use of these instruments is their reliability and validity. One problem with standardized tests is that they have not been normed on mentally retarded individuals, thus making their reliability and validity questionable with this population (Walthall and Love, 1974; Katz, 1968).

Personality inventories have been of little use with the retarded since it is unclear whether they tap the characteristics important to job success. The utilization of work samples for evaluative purposes has also been questioned because of the lack of a specified criteria and a low correlation with job requirements (Patterson, 1964). However, direct observations by trained personnel are essential. They are useful in providing information on the retarded individual's vocational interests, attitudes, and work habits.

It is essential that only skilled personnel be included in the comprehensive evaluation. The team approach involving psychologists, physicians, social workers, educational specialists, and rehabilitation counselors is highly recommended (Katz, 1968). The evaluation may be conducted by public schools, sheltered workshops, or rehabilitation agencies. It may last from several weeks to 1 or 2 years, depending upon the problems presented by the retarded individual (Bolanovich, 1972). The evaluation of the retarded individual's work potential should be considered as a process of gathering, interpreting, analyzing, and synthesizing all vocationally significant data (Malikin and Rusalem, 1969).

Training

The employability of the retarded individual is dependent upon the successful development of vocational skills in combination with desired personal-social skills. This goal is attained through vocational adjustment training and work experiences. Personal-social factors have been recognized as the most important determinant of the retarded individual's employability (Syden, 1962; Deno, 1966). Vocational adjustment training serves to assist the individual in becoming dependable and emotionally mature. Additionally, work experiences enable the retarded individual to practice job skills in a protective environment under the supervision of an employer and school official.

Work adjustment training. Work adjustment training is work rather than education oriented (Daniels, 1974). It may be given without any specific job in mind, but generally occurs when the retarded individual is obtaining job training in an on-campus or community job.

The purpose of work adjustment training is for the retarded individual to experience actual work situations under the guidance of a work supervisor and counselor. During such training retarded individuals are oriented to the personal-social demands of the work environment and to the nature of work settings. They are taught courteousness, cleanliness, punctuality, cooperation, tolerance toward pressures of meetings and deadlines, and the need to work harmoniously with other employees, to stick to given work tasks, and to take responsibility for work assigned (David, 1959; Stahlecker, 1964; Daniels, 1974; Bolanovich, 1972).

The counselor conducting the training can assist the retarded individual in learning appropriate behaviors and eliminating those that are undesirable. Individual or group counseling may be utilized depending upon the situation or problem that exists. Two techniques, role playing and behavior modification, have been found to be very effective in a variety of these counseling situations. Role playing is effective in providing retarded individuals the opportunity of confronting interpersonal problems in a simulated and sheltered environment. Behavior modification focuses upon specific behaviorally defined problems incorporated within a system of consistent feedback. This facilitates the monitoring of client progress within a designated program structure (Halpern and Berard, 1974).

Counselors and sheltered workshop foremen may monitor or assess the work adjustment behavior by using one of several vocational adjustment scales (Daniels, 1972; Bitter and Bolanovich, 1970). The scales purport to measure job readiness but may be limited by interrater variations and the lack of empirical data correlating measured behavior to rehabilitation needs (Bitter and Bolanovich, 1970).

Work experience. Erickson (1947) defines work experience as

> ...a means and method in the program of the school by which the learner actually produces goods or renders useful service through participation in socially desirable activities in the community under real conditions. (p. 355)

Successful in-school work experiences should precede out-of-school vocational encounters. These in-school work experiences may be obtained through sheltered campus employment and sheltered workshops. Out-of-school experiences result from student participation in work-study programs.

Work experience serves as a valuable testing ground for practicing related job skills under the supervision of school officials. The retarded individuals are in a protective environment where they may learn by trial and error with no fear of losing the job. The practical experience they obtain serves to help them develop work confidence (Stahlecker, 1964; Kokaska, 1964; Burdett, 1963). Additionally, school officials have the advantage of observing the retarded individual's work attitude and response to supervision. Deficits that are noted can be incorporated into the vocational adjustment program. A disadvantage of sheltered on-campus work experiences is that the supervising personnel, including custodians and cafeteria workers, may look at the retarded individual as merely a helper and thus fail to instruct or supervise (Hickman, 1967).

The sheltered workshop program has two basic functions: (1) to train retarded individuals for employment in competitive jobs, and (2) to provide a terminal employment opportunity for retarded adults who cannot succeed in competitive employment conditions (Wallin, 1960; Bolanovich, 1972). As a rehabilitative facility, the sheltered workshop seeks to prepare mildly retarded individuals for unsheltered employment through the molding of attitudes, vocational training, and achievement of social skills (Zaetz, 1971; Conley, 1973).

On-the-job training of retarded individuals between the ages of 17 and 21 years is facilitated through the establishment of work-study programs. Generally, individuals participating in work-study programs are considered to be emotionally stable and socially mature. Physically, they should be able to perform the job requirements and not represent a danger to themselves or their fellow workers (Shawn, 1964).

The responsibility for work-study programs is shared by the local school district and community agencies. School officials must identify employers within the community that have jobs suited to the needs and limitations of the retarded client. Vocational rehabilitation offices and state employment agencies should assist in this process. Once identified, employers must be willing to assume responsibility for training the retarded individual and orienting current employees to the exceptional needs of the retarded client. Retarded individuals must also accept responsibility. They must be willing to work cooperatively with their fellow employees and supervisory personnel. Retarded individuals who participate in work study programs profit by (1) learning the characteristics of a particular job, (2) knowing what the job requirements are, (3) receiving assistance in job interviewing, (4) understanding the purpose of wage deductions and various fringe benefits, and (5) acquiring an identity as responsible and productive workers (Daniels, 1974).

Job placement. Job placement is the culminating activity of the delivery system for competitive employment. It consists of matching the right person to the right job. Job placement brings the employer, school or rehabilitative counselor, and the retarded client together. Burrow (1964) outlines serveral steps a counselor should follow in securing employment for the retarded individual in a competitive labor market. First, the counselor seeks to identify employers with jobs available that meet the skill requirements of the retarded client. The counselor then discusses with the employer the needs, capabilities, and limitations of the retarded client. When the employer and counselor are reasonably sure that the client matches the job, the retarded individual is brought in for a formal job interview. Role playing of the job interview should have been previously conducted in order to prepare the retarded individual for this situation. Once the job has been secured the counselor is obligated to conduct follow-up assessment on the retarded individual's job performance. The previously discussed delivery system will be successful if the retarded individual, through continual employment in the labor force, attains the expected goal of self-sufficiency.

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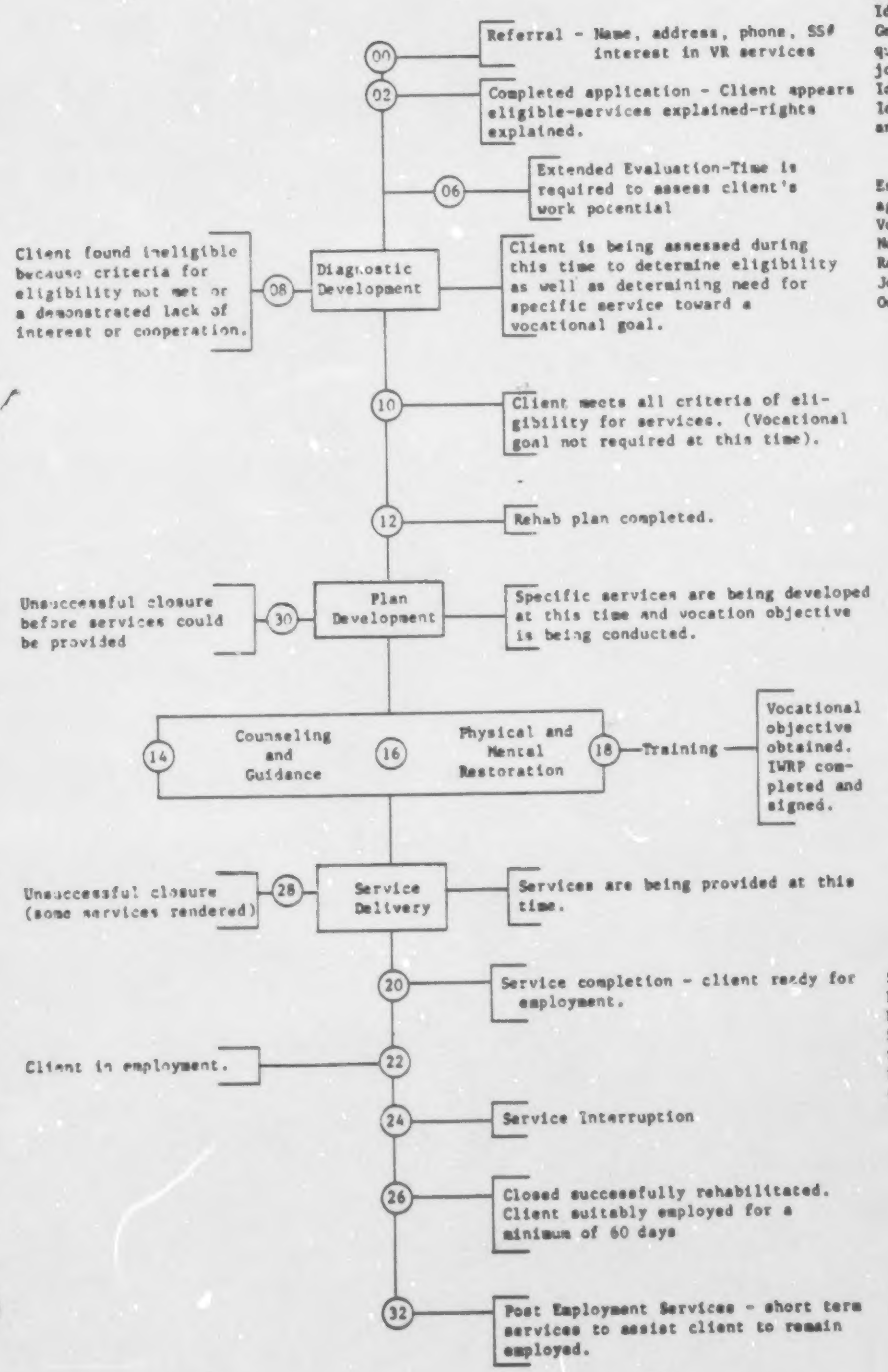
Module I
Unit IV
HO-13

FLOW CHART
OF
THE
VOCATIONAL REHABILITATION
PROCESS



Referral - Name, address, phone, SS# interest in VR services

Completed application - Client appears eligible-services explained-rights explained.

Extended Evaluation-Time is required to assess client's work potential

Client found ineligible because criteria for eligibility not met or a demonstrated lack of interest or cooperation.

Client is being assessed during this time to determine eligibility as well as determining need for specific service toward a vocational goal.

Client meets all criteria of eligibility for services. (Vocational goal not required at this time).

Rehab plan completed.

Unsuccessful closure before services could be provided

Specific services are being developed at this time and vocation objective is being conducted.

Vocational objective obtained. IWRP completed and signed.

Unsuccessful closure (some services rendered)

Services are being provided at this time.

Service completion - client ready for employment.

Client in employment.

Service Interruption

Closed successfully rehabilitated. Client suitably employed for a minimum of 60 days

Post Employment Services - short term services to assist client to remain employed.

Placement Activity

Elimination of certain jobs.
Identification of possible jobs.
Generation of placement - oriented questions to begin to specify probable jobs.
Identification of feasible jobs.
Identification of vocational strengths and weaknesses.

Establish job expectations. Client agreement on vocational plan.
Vocational planning.
Non-job skill counseling and guidance.
Restorative services.
Job and social skill training.
Occupational Resource Development.

Selective
Placement
Follow-up
Service
reinitiation
Successful
closure

Module I

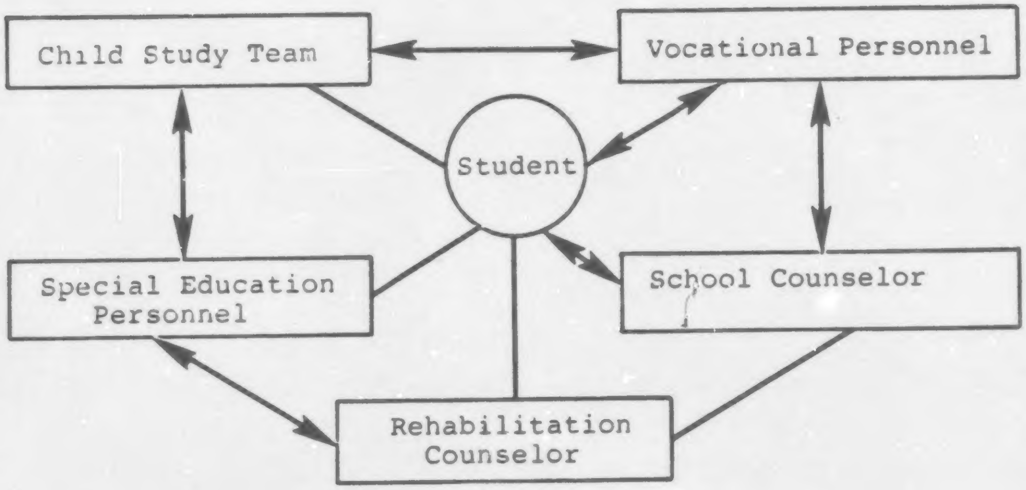
AWARENESS OF STUDENTS WITH SPECIAL NEEDS AND THE PROGRAMS AND RESOURCES AVAILABLE

Unit I: SPECIAL NEEDS STUDENTS

TRANSPARENCIES: T1

Unit I
Module I
T1

Members of Interdisciplinary Team


Child Study Team
Vocational Personnel
Student
Special Education Personnel
School Counselor
Rehabilitation Counselor

Module I

AWARENESS OF STUDENTS WITH SPECIAL NEEDS AND THE PROGRAMS AND RESOURCES AVAILABLE

Unit III: LEGISLATION

TRANSPARENCIES: T2-T6

Module I
Unit III
T2

14th AMENDMENT

All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States, nor shall any state deprive any person of life, liberty or property without due process of the law, nor deny any person within the jurisdiction equal protection of the laws...

Vocational Rehabilitation Act of 1973
Section 504

No otherwise qualified handicapped individual in the United States shall, solely be reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance.

Guarantees appropriate special education and regular program accessibility to all Americans.

Compares to
Section 611 of P.L.94-142
Difference - applies to
all Americans regardless
of age.

RIGHTS AND PROTECTIONS IN P.L. 94-142 AND SECTION 504

- Assurance of the availability of a free, appropriate public education for all handicapped children,
- assurance of the development and implementation of an individualized education program for all handicapped children,
- a guarantee of "due process" or complete due procedural safeguards,
- assurance of education being provided in the "least restrictive environment,"
- assurance of nondiscriminatory testing and evaluation,
- a guarantee of policies and procedures to protect the confidentiality of data and information,
- assurance of policy guaranteeing "free" appropriate education at no cost to parent/guardian,
- assurance of a surrogate for any child when parents/guardians are either unknown or unavailable or when child is a legal ward of the state...

VOCATIONAL EDUCATION LEGISLATION
P.L.: 94-142

SUMMARY

- Improve planning in the use of all resources available for vocational education and manpower training.
- Extend, improve and maintain existing programs.
- Develop new programs.
- Overcome sex discrimination and sex stereotyping in vocational education.
- Provide part-time employment for youths who need the earnings in order to continue their vocational training, so that persons of all ages can have ready access to training and retraining which is of high quality.

Module I
Unit III
T5

VOCATIONAL EDUCATION LEGISLATION
P.L. 94-482

(Title II of the Education Amendments Act of 1976)

MAJOR COMPONENTS AND SECTIONS

Three major sections:

- Part A - for state vocational education programs
- Part B - for national programs which are the Commissioner's discretionary programs
- Part C - definitions

PART A - Subpart I

- Sex-bias personnel
- Indians
- Allocation of funds
- Five-year plan Annual plan
- Planning funds & state administration
- State and local advisory councils
- National priority programs
- Federal and state evaluations

Subpart II, III, IV

- Basic grants
- Program Improvement and Supportive Services
- Special Programs for the Disadvantaged

- Consumer and Homemaking Education

PART B

- Training & Development Programs for Vocational Education Personnel
- Bilingual Vocational Training
- Emergency Assistance for Remodeling and Renovation of Vocational Educational Facilities

* PARTICIPANTS IN IEP CONFERENCE FOR A STUDENT PLACED IN VOCATIONAL EDUCATION

	Input into Planning	IEP Implementation Meeting	Annual Review
Parent/Guardian	X	0	X
Student	X	0	X
Child Study Team			
Psychologist	0	0	0
Learning Consultant	0	0	0
Social Worker	0	0	0
Special Education Instructor	X	0	X
Vocational Instructor	0	0	0
Guidance Counselor	0	0	0
Vocational Rehabilitation Counselor	0	0	0
Itinerant Teacher - AH, VH	0	0	0
ESL Instructor/ Interpreter	0	0	0
Voc. Ed. Administrator	0	0	0
Special Education Administrator	X	0	X
School Nurse	0	0	0
Other Specialists	0	0	0

X Participation in meeting is required by law
0 Participating in meeting is desirable.

* Important to review notes before presenting.

APPENDIX A

DEFINITIONS OF CLASSIFICATIONS

6:28-1.2 Definitions

The following words and terms, when used in these regulations, shall have the following meanings unless the context clearly indicates otherwise.

"Classification officer" means a person designated by the Commissioner of Education to conduct impartial hearings consistent with these regulations.

"Educationally handicapping condition" means one which impairs the pupil physically, emotionally, intellectually, academically or socially to such an extent that special education and related services as determined and described in these regulations are necessary to provide a free and appropriate education. These conditions shall include:

> "Auditorily handicapped" means an inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms as distinguished by the following:
>
> 1. "Deaf" means loss of hearing, which is so severe that the pupil is impaired in processing linguistic information through hearing, with or without amplification and educational information is adversely affected.
>
> 2. "Hard of hearing" means a loss of hearing, which may be permanent or fluctuating and adversely affects a pupil's educational performance, but which is not severe enough to warrant classification of a pupil as "deaf."
>
> "Chronically ill" means a temporary or permanent health condition which makes it impractical to receive adequate instruction through a regular school program and is distinguished by the following:
>
> 1. Chronic illness" means a chronic condition such as tuberculosis, lowered vitality, cardiac condition, leukemia, asthma, seizure disorders, or other physical disabilities which make it impractical for the child to receive adequate instruction through the regular school program.
>
> 2. "Eligible for home instruction" means a temporary illness or injury which requires individualized instruction to be provided to pupils confined to their homes or hospitals for a short period of time as determined by the school physician.

"Communication handicapped" means impaired native speech or language that is outside the range of acceptable variation and adversely affects a pupil's educational performance and/or interpersonal relationships and is not due primarily to hearing impairment as defined under "Auditorily handicapped," as distinguished by the following:

1. "Communication handicapped" means a communication disorder in native speech or language to a severe extent which seriously interferes with the ability to use oral language to communicate;

2. "Eligible for speech correction services" means a condition characterized by the presence of defective and incorrect sounds, including substitutions, omissions, additions, distortions, of the speech sounds and other speech impediments as defined in rules and regulations pursuant to Public Law 94-142 which require individualized instruction by a speech correctionist (and is not due primarily to hearing impairment as defined under "Auditorily handicapped"). This definition does not include pupils participating in language programs conducted by speech correctionists on a general basis.

"Emotionally disturbed" means the exhibiting of behavioral disorders over an extended period of time which adversely affects educational performance and may be characterized by any of the following manifestations: an inability to learn which cannot be explained by intellectual, sensory or health factors; an inability to build or maintain satisfactory interpersonal relationships; inappropriate behaviors or feelings under normal circumstances; a general or pervasive mood of unhappiness or depression; and/or the development of physical symptoms or irrational fears relating to personal or school problems. This definition does not include social maladjustment as described in these regulations.

"Mentally retarded" means possessing an intellectual capacity below the average range of intelligence and having deficits in adaptive behavior which adversely affect educational performance and social functioning as distinguished by the following:

1. "Educable" means a level of retardation which is characterized by intellectual capacity, as measured by a clinical test of intelligence, within a range encompassing approximately one and one-half to three standard deviations below the mean and a low level of ability to think abstractly;

2 "Trainable" means a level of retardation which is characterized by intellectual capacity, as measured by a standardized clinical test of intelligence, which falls beyond three standard deviations below the mean; an ability to use symbols in the solution of problems of even low complexity; and an inability to function socially without direct and close supervision;

3. "Eligible for day training" means a level of retardation characterized by an inability to give evidence to a basic child team of understanding and responding in a positive manner to simple directions expressed in the mode of primary communication and to express basic wants or needs due to mental retardation.

"Multiply handicapped" means the presence of two or more educationally handicapped conditions which interact and result in problems so complex that placement in programs designed for single handicapping condition will not result in significantly meaningful educational growth and achievement. All such educational handicaps shall be indicated for classification of the pupil. Eligibility for speech correction services as defined in these regulations shall not be indicated as one of the handicapping conditions which form the basis for a pupil being classified "Multiply handicapped."

"Neurologically or perceptually impaired" means impairment in the ability to process information due to physiological, organizational or integrational internal dysfunction which is not the result of any other handicapping condition as defined in these regulations. The condition is distinguished by the following:

1. "Neurologically impaired" means a severe and specific impairment, disorder or dysfunction of the central or peripheral nervous system which adversely affects the educational performance of a pupil and is not manifested as any other educationally handicapping conditions described in these regulations;

2. "Perceptually impaired" means the exhibiting of a specific learning disability due to a disorder in one or more of the basic psychological processes involved in understanding and learning and which affects the ability to listen, think, speak, read, write, spell and learn arithmetic to the extent that special education and related services are necessary for achievement and successful performance in an educational program. This definition does not include the manifestation of learning problems which are due primarily to any of the other educationally handicapping conditions described in these regulations or to environmental, cultural or economic disadvantage.

"Orthopedically handicapped" means a condition which, because of malformation, malfunction or loss of bones, muscles, or body tissue, necessitates special education or related services, special equipment, or special facilities to permit functioning of normal learning processes, participation in regular school activities and maintenance of interpersonal relationships.

"Socially maladjusted" means a pattern of social interaction which is characterized by conflicts which cannot be resolved adequately with the assistance of authority figures, or behavior that seriously interferes with the well-being or the property of others and is not due to emotional disturbance as defined in these regulations.

"Visually handicapped" means an inability to use ocular mechanisms to see within normal limits as defined by the following:

1. "Blind" means a condition in which visual acuity, with correction, is 20/200 or poorer in the better eye and which necessitates a knowledge and skill in the use of special devices or techniques, such as Braille, for educational purposes;

2. "Partially sighted" means a condition in which visual acuity, with correction, is 20/70 or poorer in either eye, or, as a result of some factors involved in visual functioning, inhibits the effective functioning in a learning environment without special education or related services.

"Free appropriate education" means special education and related services which conform to the following criteria:

1. The services are provided at public expense, under public supervision and direction, and without charge to parents or guardians, with the exception of incidental fees normally charged to non-handicapped pupils.

APPENDIX B

SIMULATION ACTIVITIES

WHAT IS A HANDICAP?*

Objectives:

1. To help participants deal with general stereotypes associated with the word "handicapped."
2. To obtain a realistic definition of the word "handicapped." This exercise is recommended to close a workshop program since it provides the participants with an opportunity to express new insight towards handicapped people as individuals. Participants learn that handicap is defined by the demands of one's environment.

Group Size:
Flexible.

Time Period:
20-30 minutes.

Materials
Newsprint (or large sheets of paper).

Physical Setting:
Large empty room with numbers 1-10 taped on the wall about every 5 feet.

Procedure:

1. Each group or sub-group is asked by group facilitators to define the word "handicap". (This should take no more than 5 minutes.
2. The workshop leader writes the definitions on a blackboard or on newsprint chart.
3. Workshop leader then asks participants to stand in the middle of the room and says, "It's nice to see such a large group of non-handicapped normal people."
4. Workshop leader reads the following list and pauses after each statement to allow participants time to move to the appropriate location.
"Now I would like everyone wearing eye glasses over at 1."
"Everyone who is left-handed at #2."
"Everyone who does not have a Master's degree go to #3."
"Everyone who does not know to drive a car go to #4."
"Everyone who does not know how to swim go to #5."
"Everyone who does not know how to play a musical instrument go to #6."
"Everyone who doesn't know a foreign language go to #7."

"Everyone who can't type more than 60 WPM go to #8."
"Everyone who doesn't know how to ski (snow or water) go to #9."
"Everyone who can't do more than 20 push-ups in 5 minutes go to #10."

Follow-up:

Follow-up discussion questions may include:

1. Do you still want to keep the definition of handicap you made up?
2. How many of you "normal" people were found to be handicapped? How many, multiply handicapped?
3. Leader may wish to distinguish the term "handicap" from "disability."

*This exercise is good for the conclusion of a workshop.

WE AND THEM

Objectives:

1. To explore the reactions of society to those who have a visible stigma.
2. To explore the reactions of people who are stigmatized to themselves.
3. To focus on coping mechanisms of people who are visibly different.

Group Size:
Flexible.

Time Period:
Approximately ½ hour.

Materials:
Any stigmatizing element (ski mask, stocking over head, work gloves, body paint, bare feet, etc. or any of the simulated differences used in this book.)

Physical Setting:
Enclosed area large enough for participants to move freely.

Procedure:

1. The objectives of this exercise are briefly discussed.
2. The participants are divided into 2 groups.
3. One group leaves the area while the facilitator instructs the other group on how to wear the stigmatizing agent.
4. Any member of this group who does not wish to wear the stigma may join the other group. (Facilitator should not initiate this option, but can offer it in response to a participant's problem.)
5. The group outside returns to the area.
6. The two groups are told that they are free to interact in whatever way they feel comfortable.
7. The interaction begins and is terminated after approximately 20 minutes.
8. Facilitator should note any significant behavior patterns in how the individuals/groups react to each other.

Variations:

1. Any agent can be used to create a difference (ability to speak, ability to move hands, one group can have food, etc.).
2. The different groups can engage in other exercises.
3. The group can be so divided that either group has a much greater number of participants.

Follow-up:
The entire group discusses the interaction in terms of the stated objectives. The facilitator should share his observations.

FEARS AND HANDICAPS

Objectives:

1. To explore common fears about different handicaps.
2. To determine which handicap is feared the most.
3. To explore the realistic basis for these fears.

Group Size:
Flexible.

Time Period:
Approximately 30 minutes.

Materials:
Marker and large sheet of paper (to be taped on wall).

Physical Setting:
Average Room.

Procedure:

1. Participants are asked, "Which handicap would you fear the most if it happened to you?"
2. Facilitator polls participants on who would fear each handicap and writes tally number next to the handicap.
3. Facilitator writes responses on paper.

Follow-up:
Participants are asked to discuss the basis for their fears. Expect personal experiences, family or friends to be mentioned related to feelings about handicap fears. Facilitators should be prepared to provide factual information concerning the various handicaps.

FEEDING

Objectives:
1. To experience the feelings of dependency.
2. To discover or elicit attitudes toward people who are dependent.
3. To study different feeding techniques.

Group Size:
Dyads - any number

Time Period:
20-30 minutes.

Materials
1. Three or four different foods such as soup, meat, beverage, fruit, vegetable, sandwich, etc.
2. Eating utensils and straws.

Physical Setting:
Dining area.

Procedure:
1. The group is asked to form dyads, preferably with people with whom they feel comfortable.
2. Dyads are asked to be seated at the tables.
3. The following instructions are given:
   a. A feeds B in any manner agreed upon.
   b. B may not use his hands in this task.
   c. A must eat his own meal.
4. The food is served and the meal is begun.

Variations:
1. A and B can switch roles for the second half of the meal.
2. Participants cannot speak for the first half of the meal but can converse for the second half.

Follow-up:
After the meal is finished, the group facilitator asks the participants what they thought the objectives were. The facilitator should offer his observations as to any underlying messages the participants in each dyad were giving to each other. The feelings of frustration should also be discussed.

BLIND WALK

Objectives:

1. To increase awareness of the severely visually handicapped.
2. To rely on other senses to compensate for the loss of sight.
3. To experience being dependent on another person.

Group Size:
Dyads - any number.

Time Period:
20 minutes.

Materials

1. A roll of cellophane (plastic food wrap) and white household glue. The cellophane is folded four times to form 1.5 inch strip with glue liberally applied between the folds. This mask could either be tied around the person's head or attached by putting a rubber band through holes at the ends of the strip.

2. Facilitators supply food and various objects for participants to touch, taste and smell (flowers, sandpaper, fruit, cookies, perfume, whipped cream, etc.).

Physical Setting:
An area large enough for people to freely walk around. Dyads should feel free to wander around the building and/or grounds.

Procedure:

1. The objectives are briefly discussed.
2. Participants are asked to pair off with someone they feel comfortable with.
3. One participant in the dyad wears the mask. Be sure that it obscures most of his/her vision (or covers the eyes adequately).
4. The facilitator explains that, "the partner with sight should provide his blind companion with as many opportunities in learning about the environment as possible. Now begin leading your blind partner around the building to touch, smell and taste."
5. Participants are also told that after about five minutes they are to switch roles (blind partners should not be allowed to wander alone!).

Follow-up:
Discussion could be accomplished by asking two pairs to form a group of four and share their experience in relation to:

1. How it felt to be blind.
2. How it felt to be led around.
3. How it felt to lead someone else.

BLIND WORKER

Objectives:

1. To experience the frustration of not being able to communicate adequately.
2. To experience the feeling of dependency.
3. To emphasize effective teamwork.
4. To increase awareness of the visually impaired and other aspects of being disabled.

Group size:

Dyads - any number.

Time period:

Approximately 45 minutes.

Materials:

1. A roll of cellophane (plastic food wrap) and white household glue. The cellophane is folded four times to form 1.5 inch strip with glue liberally applied between the folds. This mask could either be tied around the person's head or attached by putting a rubber band through holes at the ends of the strip.

2. Handout 1. Application for Employment.

Physical Setting:

Room large enough for dyads to have adequate work space and freedom from noise interference.

Procedure:

1. The objectives are briefly discussed.
2. Dyads are formed.
3. Participants in each dyad identify themselves as the worker or the helper.
4. The worker wears the mask.
5. The handout is distributed.
6. The following instructions are given:
   a. the worker is responsible for filling out the form.
   b. The helper must use only verbal instructions in helping the worker complete the form.
   c. The helper cannot touch either the worker or the form.
7. The process begins and after 15 minutes participants in each dyad switch roles.

Follow-up:

The entire group discusses the feeling shared in each dyad. Facilitators should emphasize the stated objectives especially the feeling of dependency and the frustration of not being able to communicate effectively.

WHAT DID YOU SAY?

Objectives:

1. To increase awareness toward persons with different types of hearing loss.
2. To understand that a hearing loss is a handicap which hinders social communication and academic learning.

Group Size:
Flexible.

Time Period:
15-20 minutes.

Physical Setting:
Average room.

Procedure:

1. The objectives are briefly discussed.
2. One person reads a short paragraph in a normally loud voice.
3. Another reads it again while the other participants block their ears as effectively as possible (this stimulates a conductive hearing loss common in school-aged children).
4. Another reads it again, this time while talking with his hand over his mouth or with a folded handkerchief held over his mouth (children with sensory-neural losses hear sound at a softer level than normal, and with much distortion).
5. Have the group listen to a transistor radio that is set at a station emitting a lot of static distortion. (Children using hearing aids that are improperly fitted or damaged often hear this type of static.)

Variations:
For larger groups, the facilitator could read each paragraph.

Follow-up:
After participants have the opportunity to listen to each paragraph, discussions should relate to the difficulty communicating with a hearing loss.

PARAGRAPH

Educational programs are not the same for all hearing-impaired children. While some are able to do well in a regular classroom, others need special attention from resource personnel. The degree and type of loss, as well as the child's intelligence and motivation are some of the factors affecting his ability to cope in the school setting.

COMMUNICATION WITHOUT SPOKEN WORDS

Objectives:

1. To facilitate communication among participants.
2. To increase awareness of people with no speech.
3. To give participants practice in non-verbally expressing a need.

Group Sizes:

Pairs - any number.

Time Period:

Approximately 15 minutes.

Materials:

None required.

Physical Setting:

Room large enough for dyads to be seated comfortable and to move freely.

Procedure:

1. Participants are told, "Find someone in the room whom you would like to meet and without using spoken words, sounds, or writing, let them know you would like to get acquainted."
2. After two to three minutes, participants are told, "Now that you have found another person, sit down facing one another and introduce yourself by telling your partner something about yourself, but remember, you cannot use words or spoken sounds."

Follow-up:

After about five minutes, leader states, "Now you may use words. See if you were able to understand what your partner was saying. Also share how it felt not to use spoken words, why you chose the way you did to introduce yourself, and perhaps, why you chose the partner you did." The whole group can relate how it felt trying to understand a non-talking person. The group is asked to consider what the objectives of the exercise might have been.

Comment:

This exercise is a good icebreaker for most workshops.

TONGUE TIED

Objectives:

1. To increase awareness of different types of speech impairments.
2. To develop an understanding of the frustrations experienced by speech and language disabled children.

Group Size:
Sub-groups of four participants.

Time Period:
15 minutes.

Materials
Four index cards, with a different paragraph on each (see below).

Physical Setting:
Average room.

Procedure:

1. Each participant selects an index card with a particular speech impediment: stuttering, articulation, language, average speaker.
2. Each reads his paragraph in turn.

Variations:
Facilitator could read each selection for a larger group.

Follow-up:
After each paragraph has been read, discussion should relate to both the listener's and speaker's feelings during communication. Emphasis should be on the speaker's frustrations in communication.

Facilitator prepares index cards with the following, one paragraph per card:

A. Average speaker: A speech handicap is not a laughing matter, as it can be extremely embarrassing to the speaker. Even a mild disorder can cause a misunderstanding.

B. Articulation disorder: A thpeech handicap ith not a laughing matta, ath it can be ekthtwemely embawathing to the thpeaka. Evan a mild dithawda can cauthe a mithundathtanding.

C. Stuttering: A-a-a-a ssspeech h-h-h-handicap is not a-a-a l-l-laughing m-matter, a-a-as it c-c-can be, uh, you know, uh very embaaaarrassing to the-the ssspeaker. Eeeven a m-mild dis-dis-disorder can cause a (cough) mis-mis-mis-misunderstanding.

D. Language-impaired: Trouble speech not funny. No laughing thing is. Talk feel, hurt, sad. Not know say words.

FOOT PICK-UP

Objectives:

1. To increase awareness about people with severe physical handicaps.
2. To explore behaviors in helping relationships.
3. To experience adapting to a physical limitation.

Group Size:

A maximum of 10 participants in each group. At least two groups should participate in the exercise.

Time Period:

15-20 minutes.

Materials:

1. One box or waste basket per group.
2. At least 40 unsharpened pencils per group.
3. Index cards For each group of 10, eight (80%) should have the letter H, two (20%) the letters N-H.

Physical Setting:

Average size.

Procedure:

1. The objectives are briefly discussed.
2. Participants are divided into about seven sub-groups.
3. Participants are asked to sit in a large circle.
4. The boxes or baskets are placed in the center of each sub-group with pencils scattered on the floor.
5. Facilitator has participants draw a card.
6. Facilitator states, "This is a game. Your task is simply for each of you to pick up 4 pencils and place them in the box or basket. The group that has the most pencils picked up at the time the game ends, wins. It's that simple." The game ends in 10 minutes or until one team finishes first.

   Those of you with cards marked H are handicapped. Your special handicap is that you do not have use of your upper limbs. You may take off shoes, or socks. Remember you cannot use your hands or upper limbs but can use any other means. Those of you with N-H cards are not handicapped.

Variations:

Different activities could be done with feet (passing pencils down a line, writing one's name, etc.)

Follow-up:

H members should share how they felt. Did they resent the N-H members? Did they want the N-H members' help or, if the N-H members offered help, did the H's want to do it themselves? How did the N-H people feel - - uneasy, guilty or perhaps, in this case, envious for not being allowed to do it the hard way?

THE ROBOT WALK

Objectives:

1. To experience walking with long-leg braces (such as those worn by people with polio, arthritis, spinal cord injury, etc.).
2. To experience ambulatory problems.
3. To experience the frustration of not being able to keep up physically with peers.

Group Size:

Dyads - any number.

Time Period:

15-20 minutes.

Materials:

1. Enough pairs of sticks (about 2 feet long).
2. Ace Bandages (or cord).

Physical Setting:

Area with a variety of settings (stairs, bathroom, etc.).

Procedure:

1. The objectives are briefly discussed.
2. Participants are paired and only one wears the sticks at a time.
3. One stick is attached to each of the participants' legs.
4. Participants are asked to:
    a. Walk a straight line.
    b. Climb stairs.
    c. Sit on a chair.
    d. Maneuver in a bathroom

Follow-up:

Follow-up discussion focuses on the objectives in terms of the frustration of having a walking limitation.

MY FINGERS DON'T WORK

Objectives:

1. To experience poor fine motor coordination (such handicaps are cerebral palsy, Parkinsons, quadriplegia, etc.)
2. To experience the frustration of not being able to perform simple tasks.

Group Size:
Flexible.

Time Period:
15-20 minutes.

Materials:

1. One pair of work gloves per participant. (Fingers should be stuffed with tissues.)
2. One pair of scissors per participant.
3. Sheet of paper.

Physical Setting:
Average size.

Procedure:

1. The objectives are briefly discussed.
2. Participants are asked to untie their shoes.
3. Each participant is given a pair of work gloves to put on. (Gloves should be worn on opposite hands.)
4. Participants are asked to:
    a. Tie shoes.
    b. Fold a paper.
    c. Zip up or button an article of clothing.
    d. Pick up some money from the floor.
    e. Cut paper.

Variations:
Group leader might wish to communicate impatience with group's slowness in performing various fine motor tasks during exercise. Later, the group's feelings about the additional "pressure" of the group leader might be discussed related to how a handicapped individual might feel about not performing up to expectations.

Follow-up:
Follow-up discussion should include discussion of the frustration of not having one's fingers perform as expected.

STICK FINGERS

Objectives:
1. To experience the lack of fine motor coordination similar to an arthritic condition.
2. To experience the frustration of not being able to perform simple fine motor tasks.

Group Size:
Flexible.

Time Period:
15-20 minutes.

Materials:
1. Tongue depressors or revel sticks.
2. Masking tape.
3. Pencil and lined paper.

Physical Setting:
Average room.

Procedure:
1. Objectives are briefly discussed.
2. A tongue depressor or revel stick is taped to the back of each finger on the dominant hand so that the fingers do not bend.
3. Each participant is asked to:
   a. Write their name, address and telephone number on the top, right-hand corner of the sheet of lined paper.
   b. Draw a picture of a person.

Follow-up:
Follow-up discussion should relate to the problems faced by persons with severe arthritis or other fine motor coordination problems.

WALK A STRAIGHT LINE

Objectives:

1. To experience the frustration of perceptually handicapped or "clumsy" children.
2. To experience a frustrating situation.

Group Size:

10 or fewer is recommended as only one participant at a time performs the task.

Time Period:

Approximately 10-15 minutes, (depending on group size).

Materials:

1. 5 to 7 chairs.
2. 20 diopter prisms with left displacement.*

Physical Setting:

Moderately large room with 5 to 7 chairs placed in such a way as to form a fairly narrow path through a maze. (See Figure 1.)

Procedure:

1. The objectives are briefly discussed.
2. Participants put on prisms one at a time.
3. They are told to take turns and walk the path but try not to touch the chairs while going through the maze.
4. The facilitator stands at the other end of the "chair maze" and instructs each participant to count the number of fingers flashed (two-three-one, etc.) and asks each participant to name them while attempting to walk through the maze. The finger flashing keeps the participants' view and related perception at a high level of distortion, increasing frequency of chair bumps.

Follow-up:

Follow-up discussion should relate to the objectives. These questions could be asked:

a. "How did you feel when you unexpectedly banged yourself on a chair?
b. "Did you notice if you had trouble with your balance?"
c. "How could we relate this to a type of handicap?"

*These prisms can be ordered from an optical supply company, but they are relatively expensive. Most departments of psychology or physics at a local college or university would have them and may lend them for the exercise. Prisms should be attached to a pair of goggles or noncorrective glasses.

MIRROR WRITING

Objectives:
1. To experience the problems of the perceptually handicapped and other learning disabled children.
2. To experience a frustrating situation.

Group Size:
About six participants per apparatus.

Time Period:
Approximately 15 minutes.

Materials:
1. Mirror Tracer (Fig.2)*
2. Enough copies of double-line star (Fig. 3)
3. Blank paper

Physical Setting:
Average room with table and chair.

Procedure:
1. The objectives are briefly discussed.
2. The apparatus is placed on the table with a sheet of paper under it.
3. Participants are asked to sit at the table one at a time.
4. They are each told to "look through the apparatus and start tracing the star. Your line must stay between the two lines delineating the star."
5. After the participant attempts this task, he/she is told, "Now try to write these letters and numbers as we dictate them to you: 7-p-z-g-s-b-e-2-q-3-c-d."

Variations:
Any manual task could be substituted, such as tying a bow, copying a block design, etc.

Follow-up:
Follow-up discussion should focus on the objectives. Some questions which may help are:

a. "How did you feel when your hand seemed out of control?"
b. "How did you feel when you checked your numbers and letters after you had them out of the apparatus?"
c. "Could you relate these frustrations to the learning disabled child?"

*This Tracer can be ordered from the Lafayette Instrument Company, Inc., Box 1279, Sagamore Parkway & 9th Street Road, Lafayette, Indiana 47902. Many departments of psychology at local colleges or universities would have them and might lend them for the exercise.

SAY THAT AGAIN?

Objectives:

1. To experience a learning task where the level of difficulty is very high.
2. To experience the frustration of a retarded and learning disabled person.
3. To experience being in a position of needing help.

Group Size:
Flexible.

Time Period:
10 minutes.

Materials:
Plain 8½ x 10 paper and pencils.

Physical Setting:
Average size room.

Procedure:

1. Each participant receives a piece of paper and a pencil.
2. The following directions are read seriously with a straight face by the facilitator. Begin slowly but pick up speed in talking.

   "Fold this square peg piece of paper in two along the diagonal. You now have a triangle - (Pause). Mark a point on the diagonal at 1/3 of the distance starting from the left angle, and another at the middle of the triangle's left side. Fold the left angle along the line between the two points so that the left angle reaches towards the right side - (Pause). Now draw a point at the middle of the right side, draw another point at 1/3 of the diagonal starting from the angle of the right, draw a line between those two points, and fold along the line you have just drawn - (Pause). In order to finish the cup, separate the two angles of paper at the top of the old triangle on each side of the cup. Open the cup."
3. Participants will indicate confusion and ask for repetition of instruction. Facilitators should repeat directions in a somewhat impatient (Okay, but try and listen") manner.

Variations:
Any learning task could be substituted which uses a complicated set of directions.

Follow-up:

Follow-up discussion should relate to the purpose of this exercise. Participants should share their feelings of frustration and then try to relate this to a child who has a learning problem of focusing or following directions. Point out the lack of visual cues may have added to difficulty and relate this to learning situations where multiple channels of information (auditory visual, kinesthetic) may be helpful. Participants should relate their feelings when they had to ask for the directions to be repeated or when the teacher seemed annoyed at their asking.

READING MADE UNEASY

Objectives:

1. To experience learning when the difficulty of the task is very high.
2. To develop an awareness of the frustration of a learning situation experienced by a retarded or learning disabled student.
3. To generate a better understanding of why some children avoid specific tasks, give up or dislike particular subjects, dislike school related activities or develop failure syndromes.

Group Size:
Flexible.

Time Period:
20-30 minutes.

Materials.

1. Enough copies of each of the four poems demonstrating:
   a. syntax or the reversal of words in a sentence (Example 1);
   b. transpositions or disorders of visual sequence (Example 2);
   c. reversals, inversions and rotations of letters (Example 3);
   d. combination of all of the above (Example 4).

Physical Setting:
Average size room.

Procedure:

1. Participants are instructed to sit in a circle.
2. The first poem is handed out and participants are asked to read one at a time.
3. After participants have time to analyze the first poem, the second poem is handed out.
4. The same process is continued with all four poems.
5. At the end of the exercise, the facilitator explains:
   a. "The first poem was a simple example of a problem with syntax, or in other words, the reversal of words in a sentence."
   b. "The second poem was an example of transpositions or disorders of visual sequence."
   c. "The third poem was an example of reversals, inversions and rotations of letters."
   d. "The last poem involved all three previous types of reading problems. Children having reversal problems seldom have just one kind of problem. Usually, it is a combination of several different types of problems."

Follow-up:
Facilitator elicits from group feelings related to experience of reading difficulty.

EXAMPLE 1

I a know little cupboard
with teeny a key tiny
and there's jar a lollypops of
for me, me, me.

It a has little my, shelf dear
as dark as dark be can,
and there's dish Banbury of Cakes
for me, me, me.

I have a small grandmama
with very a knee slippery
and keeper she's of cupboard the
with the key, key, key.

EXAMPLE 2

The strom came pu os very quikc
it coulnd't haev been quikcre
I should have rbought ym aht along
I hsould haev rbrought ym lsikcre.

Ym hari si wet ym feet are wte
I couldn't eb muhc wettre
I fell niot a rivre once
Btu thsi si even bettre.

EXAMPLE 3

I LIKE TO SEE
THE PUPPIES JUMP
AND BUMP

SOME ARE TGIN
AND SOME ARE PLUMP

THEY'RE MADE OF WOOD
I WISH I COULD
MAKE THEM JUMP

EXAMPLE 4

HREE I OG NI YM SWGIN
EEVR HIGH SO

I MA KING HTE OF HTE FIELDS
ADN HTE KING
OF HET TWON

WALK A STRAIGHT LINE

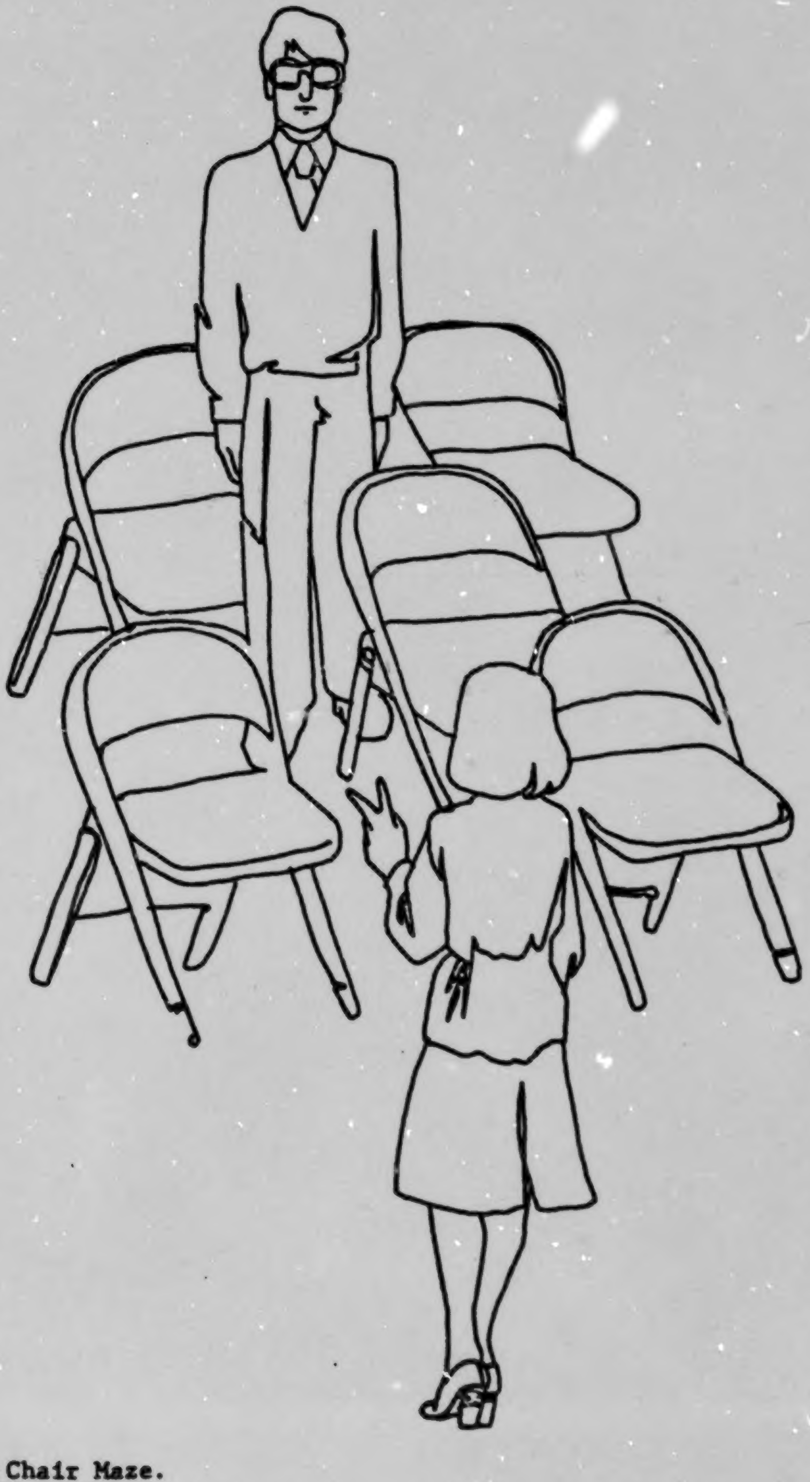


Figure 1. Chair Maze.

MIRROR WRITING

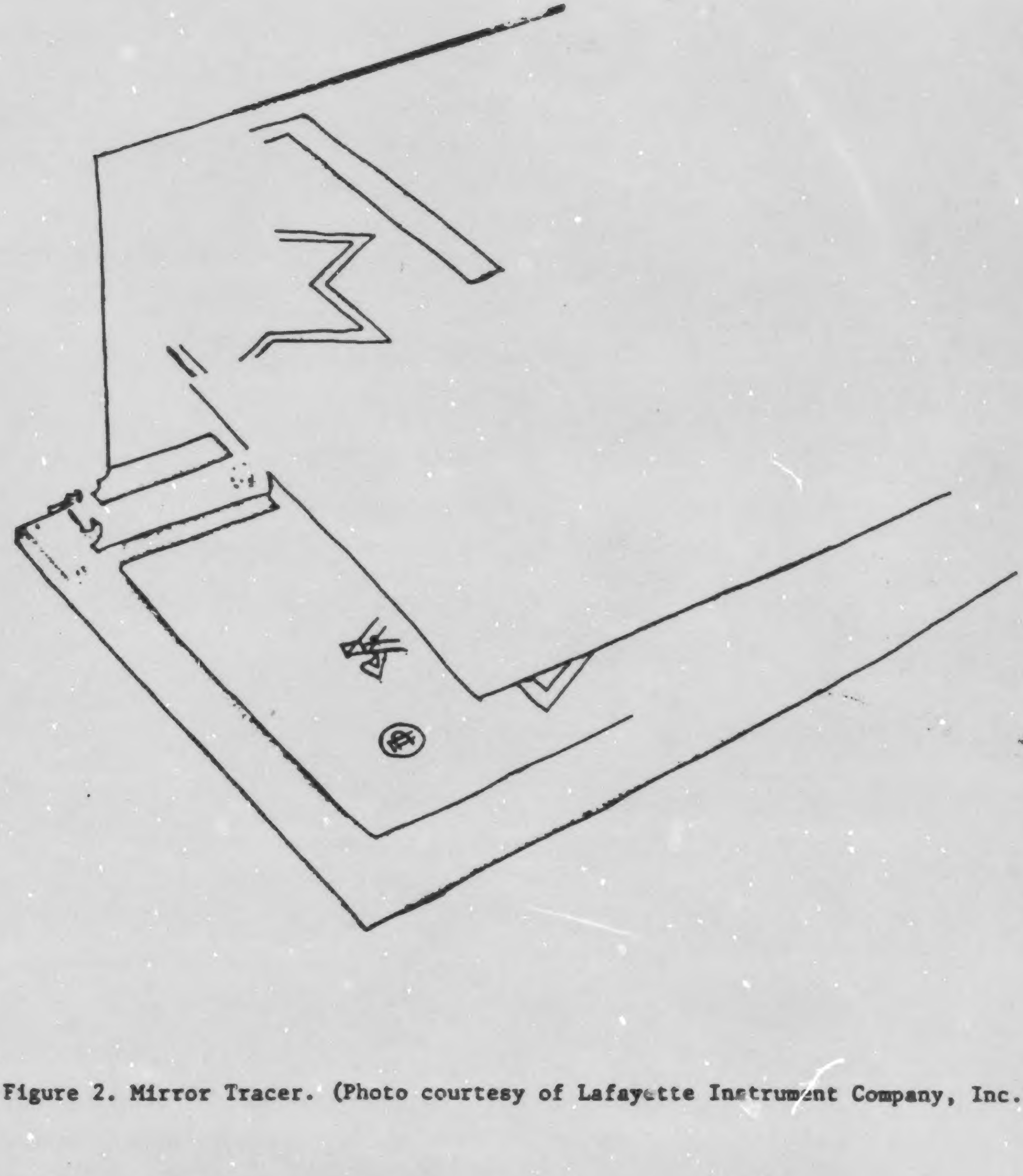
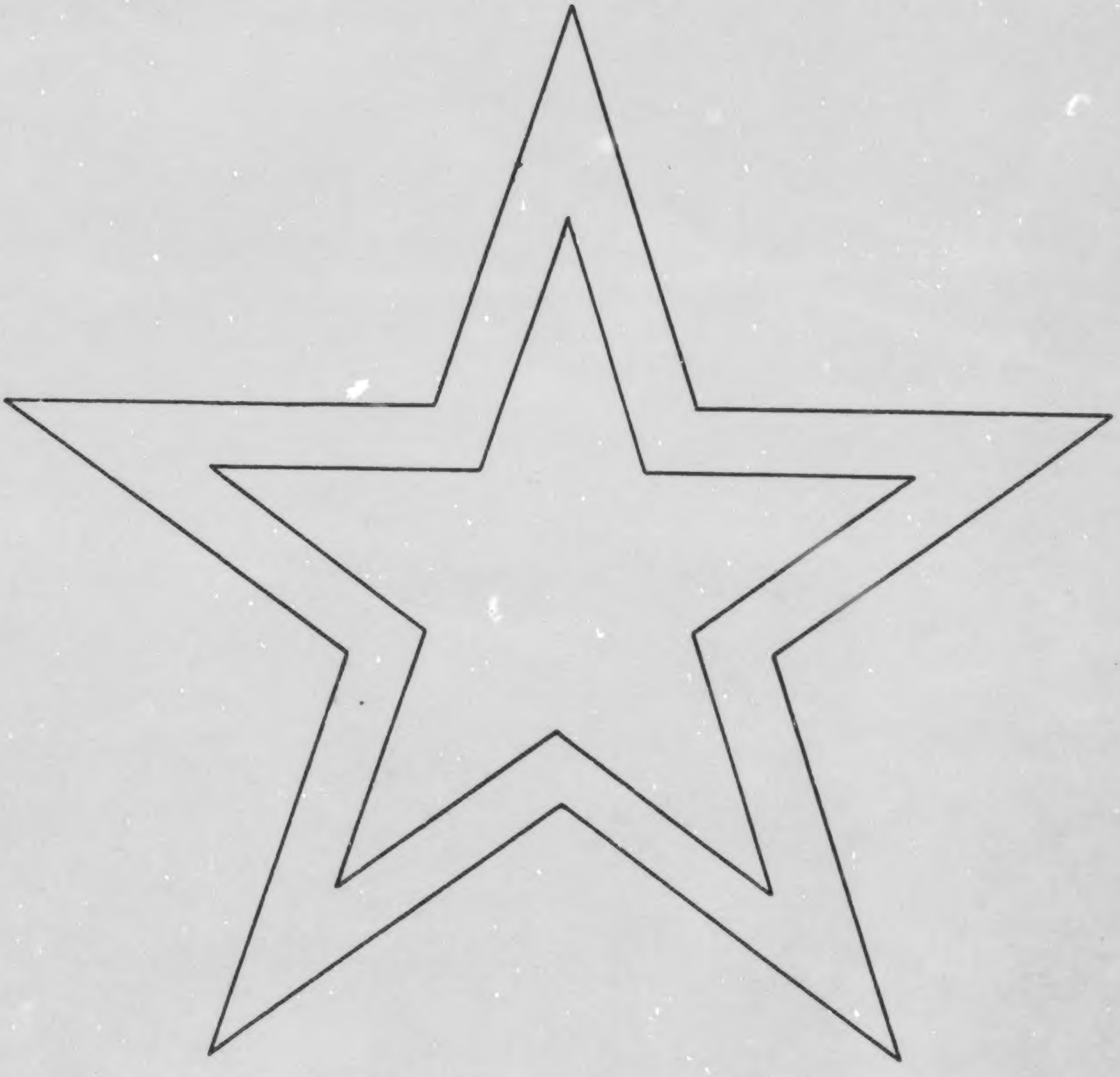


Figure 2. Mirror Tracer. (Photo courtesy of Lafayette Instrument Company, Inc.)

Figure 3

MIRROR WRITING



APPLICATION FOR EMPLOYMENT

Personal

Name ______________________________ Social Security No. ______________
LAST NAME First Name Middle Name

Present Address ____
No. Street City State Zip

Home telephone ____________ Office telephone ____________ Are you over the age of 16? ____________

Position(s) applied for ____

Minimum acceptable starting salary ____________ Who suggested you apply? ____________

Would you work full time? ____________ part time? ____________ What date will you be available? ____________

Person who should be notified in case of emergency ______________________________
Name

______________________________ ______________
Home Address Home Telephone

Education

Name and location of school, institution, or private instructor	Course or special field of study	Did you graduate?	Diploma or degrees
Last elementary and junior high school			
High school and/or vocational training			
College or university			

Chief extracurricular activities and any special honors in high school or college ______________________________
____

EXAMPLE 5
con't

Experience

Please give the record of your employment. Start with your present position and work back. Describe each position in one of the six numbered blocks; if there is not enough space, use extra sheets of paper to complete the record. If you were employed under a name different from your present one, please give the name then used on top of the appropriate box.

1. Present or most recent position

Exact title of position	Employment dates From To	Starting salary	Present or latest salary
Name of employer	Name and title of your immediate supervisor		Telephone
Address of employer	Reason for desiring a change		
Kind of business or organization and description of your work			

2. Former Position

Exact title of position	Employment dates From To	Starting salary	Final salary
Name of employer	Name and title of your immediate supervisor		Telephone
Address of employer	Reason for leaving		
Kind of business or organization and description of your work			

3. Former Position

Exact title of position	Employment dates From To	Starting salary	Final salary
Name of employer	Name and title of your immediate supervisor		Telephone
Address of employer	Reason for leaving		
Kind of business or organization and description of your work			

4. Former Position

Exact title of position	Employment dates From To	Starting salary	Final salary
Name of employer	Name and title of your immediate supervisor		Telephone
Address of employer	Reason for leaving		
Kind of business or organization and description of your work			

APPENDIX C

EVALUATION OF SPECIAL EDUCATION PROGRAMS AND RELATED PUPIL PERSONNEL SERVICES

SCHOOL SOCIAL WORKER CRITERIA LISTING

SCHOOL SOCIAL WORKER

Criteria

1. The SSW is available to parents:
    a. To assist them in understanding the written reasons for their child's referral to the child study team;

    b. to explain their due process rights regarding referral, evaluations, classification, participation in I.E.P. and program development, placement, records, etc.;

    c. to answer their questions regarding N.J.S.A. 18A:46, N.J.A.C. 6:28, and N.J.A.C. 6:3[6:28-1.5].

2. The SSW begins the social evaluation of the pupil only after parental approval of the referral has been granted [6:28-1.5(a)].

3. Following parental consent, the SSW participates with other members of the basic child study team in making a preliminary determination of the need for a comprehensive evaluation of that pupil [6:28-1.5(d)].

4. The social case study is a comprehensive evaluation which includes evidence of, but is not limited to:
    a. observation of the pupil;

    b. communication with the pupil;

    c. an evaluation of the family factors which contribute to the pupil's adjustment;

    d. an evaluation of the community factors which contribute to the pupil's adjustment;

    e. an evaluation of the school factors which contribute to the pupil's adjustment [6:28-1.6(g)4].

5. The parents provide information to the SSW to be used as part of the evaluation data [6:28-1.6(e)].

6. The social case study:
    a. contains only such information as is relevant to the education of the pupil [6:3-2.2(c)];

    b. does not include the religious or political affiliation of the pupil and parents unless they have requested that that information be included [6:3-2.3(a)1,i];

    c. does not label the pupil as illegitimate [6:3-2.3(a)1,i];

    d. is a part of the data on which a pupil's classification is based [6:28-1.3(d)].

SCHOOL SOCIAL WORKER

Criteria

7. The evaluation by the school social worker:
   a. is carried out, to the extent feasible, in the pupil's native language;

   b. gives consideration to the pupil's socio-cultural background and adaptive behavior in home and in school [6:28-1.6(c)];

   c. includes a home visit.

8. Each social case study is:
   a. done for each pupil individually [6:28-1.6(c)];

   b. objectively based on the personal observations or knowledge of the school social worker who originated the study [6:3-2.2(c)];

   c. concluded with a summary statement which is based on the SSW's interpretation of the findings and includes the SSW's professional impressions [6:28-1.8(d)];

   d. dated and signed by the SSW [6:3-2.2(h)].

9. If a social case study from an approved clinic, agency, or professional in private practice is accepted by the SSW, this acceptance is formally stated in writing [6:28-1.6(j)].

10. As a member of the basic child study team, the SSW participates in the decision regarding the classification of each pupil, and development of the I.E.P., including the recommended program, placement, and related services to be provided [6:28-1.3(d); 1.7(a)].

11. The SSW signs the classification report [6:28-1.8(i)].

12. With other members of the basic child study team, the school social worker helps to develop:
    a. the basic plan section of each pupil's individualized educational program;

    b. the instructional guide dealing with techniques and activities designed to support the personal-social development of the pupil [6:28-1.8].

13. The SSW provides individual or group counseling to pupils and parents.

14. Whether or not the pupil is classified, the SSW participates in explaining the evaluation results to the parents [6:28-1.6(i)].

SCHOOL SOCIAL WORKER

Criteria

15. In evaluating pupil progress with respect to objectives delineated in the pupil's I.E.P., the SSW uses measurement techniques that are appropriate for the objective being measured, such as personal observation, teacher reports, and interviews with pupils, parents, teachers, school counselors, and agency personnel, etc. [6:28-1.2; 1.6(c); 1.8(d)7].

16. The SSW participates in the annual review of the I.E.P. at a meeting attended by those designated by regulation [6:28-1.8(f)].

17. The SSW reevaluates each classified pupil every three years, or whenever evidence is presented to the child study team that indicates that a classification or program may no longer be appropriate [6:28-1.6(p); 1.7(g)].

18. Whenever appropriate, the SSW visits and reviews the programs of private schools prior to proposed placement [6:28-4.4(a)3].

19. When a pupil is being returned to the community from an institution, the SSW, together with other social agency staff and a representative of the institution, assists with the re-entry of the pupil to an appropriate educational program in the public school.

20. The SSW is available for consultation with:
    a. pupils;
    b. parents;
    c. classroom teachers;
    d. school counselors;
    e. school health services personnel;
    f. school administrators;
    g. social agency representatives.

21. The SSW, either alone or with other staff members, plans and provides in-service programs to district personnel and to parents [6:28-2.5(a)].

22. The SSW is a resource person to parents, pupils, and school staff regarding services offered by community agencies.

23. The SSW participates in:

    a. reviewing and revising the policies and procedures of the special services department;

    b. evaluating the effectiveness of the district's special education programs and services [6:28-2.7(a)].

SCHOOL SOCIAL WORKER

Criteria

24. The SSE is thoroughly familiar with:
    a. state laws and rules and regulations regarding special education and pupil records [N.J.S.A. 18A:46; N.J.A.C. 6:28 and N.J.A.C. 6:3-2];

    b. policies and procedures adopted by the local board of education.

25. A job description for the SSW exists and is approved by the board of education.

26. The district has employed sufficient SSW's to insure the required services as specified in the rules and regulations [6:28-1.3(b)].

27. The SSW:
    a. has a standard certificate in school social work issued by the New Jersey State Department of Education;

    b. is an employee of the local board of education;

    c. has an identifiable apportioned time commitment to the district;

    d. is available during the hours pupils are in attendance [6:28-1.3(a); 2.3(a)].

28. The records of the SSW are maintained in compliance with state law and regulations [6:28-2.5(a)];

29. The SSW keeps informed of the latest developments in the field by participating in:
    a. the school district's program of professional development [6:28-2.5(a)];

    b. county and state meetings;

    c. professional organizations;

    d. conferences, workshops and other professional growth activities.

SCHOOL SOCIAL WORKER

Criteria

30. There is available to the SSW:
    a. adequate office space that insures privacy;

    b. private and appropriate areas in the schools for interviewing and counseling;

    c. adequate secretarial services;

    d. easy access to a telephone for private conversations;

    e. travel allowance;

    f. funds for registration fees as conferences.

31. The SSW has a budgeted amount of money each year for professional materials.

32. As a representative of the child study team, and whenever appropriate, the SSW meets with instructional staff on a planned schedule to review each handicapped pupil's progress and revise the program when needed.

33. The SSW is available to assist the general educational staff with respect to the emotional and behavioral functioning of pupils having learning difficulties in their classrooms.

34. The SSW is available to consult with the general education staff regarding policies and procedures which affect the mental health of the student body.

SCHOOL PSYCHOLOGIST CRITERIA LISTING

SCHOOL PSYCHOLOGIST

Criteria

1. Following parental approval, the school psychologist participates with other members of the basic child study team in making a preliminary determination of the need for a comprehensive evaluation of that pupil [6:28-1.5(d)].

2. The school psychologist begins the psychological evaluation after parental approval of the referral has been granted [6:28-1.5(a)].

3. The psychological evaluation is a comprehensive assessment which includes but is not limited to:
   a. observation of the pupil;

   b. review of the pupil's educational history;

   c. conferences with the pupil's teacher(s); and

   d. evaluation and analysis of the pupil's intellectual, social, emotional and adaptive functioning [6:28-1.6(g)3].

4. The psychological evaluation is made on an individual basis [6:28-1.6(c)].

5. Evaluation procedures and testing materials are selected and administered so as not to be racially, culturally, or in any other way, discriminatory.

Evaluations:

   a. are conducted in language or another mode of communication understandable to the child;

   b. are valid for the specific purposes for which they are being used;

   c. accurately reflect the pupil's aptitude, achievement and/or skill, development, and not the pupil's sensory, motor or language impairment [6:28-1.6(c)].

6. The school psychologist has available a sufficient supply of testing materials for evaluation purposes.

7. Tests are not used as the sole criterion for classification, program and/or placement [6:28-1.6(c)].

SCHOOL PSYCHOLOGIST

Criteria

8. The report of the school psychologist's evaluation includes:
   a. a discussion of the pupil's level of intellectual functioning;

   b. a description of the inter-personal characteristics of the pupil;

   c. an analysis of the pupil's emotional status and strengths and weaknesses within this context;

   d. an analysis of the pupil's adaptive functioning within a variety of social environments;

   e. statements integrating information concerning the pupil's cognitive, social and emotional functioning and indicating how they affect the pupil's learning;

   f. a prognostic statement indicating the potential for change and growth;

   g. date and signature [6:28-1.6(g)2; 6:3-2.2(h)].

9. Only material relevant to the education of a pupil is included in the psychological report [6:3-2.2(c)].

10. If the school psychologist accepts an evaluation report from an approved clinic, agency or professional in private practice, acceptance of such a report is noted in writing [6:28-1.6(j)].

11. As a member of the basic child study team, the school psychologist participates in the decision regarding classification, recommended placement and the special education program and related services that are required [6:28-1.3(d); 1.7(a)].

12. The school psychologist signs the classification report [6:28-1.8(i)].

13. With other members of the basic child study team, the school psychologist helps to develop:
   a. the basic plan section of each pupil's individualized education program;

   b. the instructional guide dealing with techniques and activities designed to support the personal-social development of the pupil [6:28-1.8].

14. Whether or not the pupil is classified, the school psychologist participates in explaining the evaluation results to the parents [6:28-1.6(i)].

15. In evaluating pupil progress with respect to objectives delineated in the pupil's I.E.P., the school psychologist uses:

    a. measurement techniques that are valid and appropriate for the objectives being measured;

    b. a wide range of techniques such as standardized tests, teacher-made tests, personal observations, teachers reports, and interviews with pupils, teachers, and parents, etc. (6:28-1.2;1.6(c);1.8(d)7).

16. The school psychologist participates in the annual review of the I.E.P. at a meeting attended by those designated by regulation 6:28-1.8(f)).

17. The school psychologist reevaluates each classified pupil every three years, or whenever evidence is presented to the child study team that indicates that a classification or program may no longer be appropriate (6:28-1.6(p);1.7(g)).

18. Whenever appropriate, the school psychologist visits and reviews the programs of private schools prior to proposed placement (6:28-4.4(a)3).

19. When a pupil is being returned to the community from an institution, the school psychologist, together with a representative of the institution, assists with the reentry of the pupil to an appropriate educational program in the public school.

20. The school psychologist is available for consultation with:

    a. pupils;
    b. parents;
    c. classroom teachers;
    d. school counselors;
    e. school health services personnel;
    f. school administrators;
    g. social agency representatives.

21. The school psychologist, either alone or with other staff members, plans and provides in-service programs to district personnel and to parents (6:28-2.5).

22. The school psychologist participates in:

    a. reviewing and revising the policies and procedures of the special services department;

SCHOOL PSYCHOLOGIST

Criteria

b. evaluating the effectiveness of the district's special education programs and services [6:28-2.7(a)].

23. The school psychologist is thoroughly familiar with:

    a. state laws and rules and regulations regarding special education and pupil records [N.J.S.A. 18A:46; N.J.A.C. 6:28 and N.J.A.C. 6:3];

    b. policies and procedures adopted by the local board of education.

24. A job description for the school psychologist exists and is approved by the board of education.

25. The district has employed sufficient school psychologists to insure the required services as specified in the rules and regulations [6:28-1.3(b)].

26. The school psychologist:

    a. has a standard certificate in school psychology issued by the New Jersey State Department of Education;

    b. is an employee of the local board of education;

    c. has an identifiable apportioned time commitment to the district;

    d. is available during the hours pupils are in attendance [6:28-1.3(a); 2.3(a)].

27. The records of the school psychologist are maintained in compliance with state law and regulations [6:3-2.4].

28. The school psychologist keeps informed of the latest developments in the field by participating in:

    a. the school district's program of professional development [6:28-2.5(a)];

    b. county and state meetings;

    c. professional organizations;

    d. conferences, workshops and other professional growth activities.

SCHOOL PSYCHOLOGIST

Criteria

29. There is available to the school psychologist:

    a. adequate office space that insures privacy;

    b. private and appropriate areas in the schools for interviewing and counseling;

    c. adequate secretarial services;

    d. easy access to a telephone for private conversations;

    e. travel allowance;

    f. funds for registration fees at conferences.

30. The school psychologist has a budgeted amount of money each year for professional materials.

31. As a representative of the child study team, and whenever appropriate, the school psychologist meets with instructional staff on a planned schedule to review each handicapped pupil's progress and revise the program when needed.

32. The school psychologist is available to provide assistance to general educational staff with respect to the cognitive, emotional and behavioral functioning of pupils having learning difficulties in their classrooms.

33. The school psychologist provides individual and small group counseling to pupils and parents.

34. The school psychologist is available to consult with the general education staff regarding policies and procedures which affect the mental health of the student body.

SCHOOL COUNSELOR SERVICES RELATED TO SPECIAL EDUCATION CRITERIA LISTING

SCHOOL COUNSELOR SERVICES RELATED TO SPECIAL EDUCATION

Criteria

1. School counselors are involved in the identification and referral process of handicapped pupils [6:28-1.3(c)].
2. The school counselor assists in the evaluation of handicapped pupils by making background information and pertinent data available to the child study team.
3. Whenever appropriate, the school counselor participates in the development of the individualized education program [6:28-1.8(c)].
4. Whenever appropriate, the school counselor participates in the annual review of the I.E.P. [6:28-1.8(f)].
5. School counselors consult with the child study team regarding the progress of handicapped pupils.
6. School counselors help facilitate the mainstreaming of handicapped pupils.
7. The school counselor provides services to parents of handicapped pupils.
8. When appropriate, the school counselor provides counseling (individual and in small groups) to handicapped pupils.
9. The school counselor helps the handicapped pupil to gain self-awareness, make decisions and clarify values.
10. The district employs school counselors with standard certificates issued by the New Jersey Department of Education [6:28-2.3(a)].
11. The district employs sufficient numbers of counselors to insure that handicapped pupils have available the same services provided to non-handicapped pupils.
12. School counselors are familiar with:
    a. state laws and rules and regulations regarding special education and pupil records (N.J.S.A. 18A:46; N.J.A.C. 6:28 and N.J.A.C. 6:3);
    b. policies and procedures adopted by the local board of education.
13. There is available to the school counselor:
    a. adequate office space that ensures privacy;
    b. private and appropriate areas in the schools for interviewing and counseling;

Criteria

c. adequate secretarial services;

d. easy access to a telephone for private conversations;

e. funds for registration fees at conferences.

14. The school district provides the school counselor with opportunities for professional growth regarding the guidance and counseling of handicapped pupils.

15. The school counselor participates in programs to inform staff of the counselor's role in working with handicapped pupils.

16. The school counselor provides leadership in developing career education for handicapped pupils.

17. School counselors take specific handicaps into consideration when assessing classified pupils.

18. School counselors are involved in securing job placements and/or continuing education for handicapped pupils.

19. The school counselor secures follow-up information regarding the job performance of handicapped pupils.

SPEECH CORRECTIONIST CRITERIA LISTING

SPEECH CORRECTIONIST

Criteria

1. All pupils between the ages of 5 and 20 have available to them the services of a speech correctionist [6:28-1.1(c); 1.2].

2. The district has a program for the screening of pupils for speech handicaps at the following levels:

   a. prekindergarten;
   b. kindergarten;
   c. pupils new to the district;
   d. later elementary levels [6:28-1.1(c);(e)].

3. There is a written plan for continuing identification of pupils with communication handicaps [6:28-1.4].

4. Procedures for the identification of potentially communication handicapped pupils and their referral to the speech correctionist are known to teachers and parents.

5. Parents are notified of their child's referral to the speech correctionist and informed of their rights of due process [6:28-1.5(b)].

6. Each pupil identified as potentially communications handicapped has been appropriately evaluated for classification by the speech correctionist alone or with other required specialists [6:28-1.6(h)].

7. Individual evaluations by the speech correctionist are completed on all pupils prior to classification as "Communication Handicapped," and include at least the following:

   a. oral examination;
   b. phonetic analysis;
   c. general language assessment;
   d. audiometric screening;
   e. teacher consultation [6:28-1.6(c)].

8. All pupils determined to be "Eligible for Speech Correction Services" have been classified by the speech correctionist [6:28-1.6(h);1.7(f)].

9. All pupils determined to be "Communication Handicapped" have been classified by the basic child study team after consultation with the speech correctionist and other appropriate specialists [6:28-1.6(h);1.7(f)].

10. An I.E.P. has been developed for each pupil classified as "Communication Handicapped" [6:28-1.8(a);(k)].

SPEECH CORRECTIONIST

Criteria

11. I.E.P.s for Communications Handicapped pupils are reviewed and revised at least annually [6:28-1.8(f)].

12. Grouping of pupils for speech correction is based upon their individual needs.

13. One-to-one speech correction is provided for pupils who require it [6:28-2.2(a)].

14. Speech instruction is provided a sufficient number of times each week to insure effective correction.

15. The facilities in which speech correction is conducted are adequate for the number of pupils, their ages and disorders.

16. Materials, equipment and furniture used by the speech correctionist are adequate for the number of pupils, their ages and disorders.

17. Progress notes are maintained by the speech correctionist for each classified pupil receiving services.

18. The speech correctionist is allowed sufficient time to consult with the pupil's teacher and parents to provide progress updates, reinforcement activities and other necessary information.

19. The speech correctionist is involved in activities such as:

    a. language stimulation groups;
    b. audiometric examinations;
    c. inservice to teachers;
    d. other.

20. The records of the speech correctionist are mandated and, therefore, are maintained in compliance with state law and regulations [6:3-2.]

21. The district employs a sufficient number of speech correctionists to ensure required services [6:28-1.3(g)].

22. The speech correctionist keeps informed of the latest developments in the field by participating in:

    a. the school district's program of professional development [6:28-2.5(a)];

    b. county and state meetings;

    c. professional organizations;

    d. conferences, workshops, and other professional growth activities.

SCHOOL HEALTH SERVICES RELATED TO SPECIAL EDUCATION CRITERIA LISTING

SCHOOL HEALTH SERVICES RELATED TO SPECIAL EDUCATION

Criteria

1. The district employs certified health services personnel [6:11-12.9; 6:28-2.3(a)].

2. School health services personnel are involved in the identification of potentially handicapped pupils of all ages [6:28-1.1(c); 6:28-1.3(c)].

3. Each handicapped pupil has a comprehensive health appraisal as part of the total evaluation process [6:28-1.6(g)1].

4. Every comprehensive health appraisal performed by a health specialist other than one employed by the board of education is reviewed and signed by the school physician [6:28-1.6(g)1].

5. The school health services specialist assists in the collection of data necessary for the evaluation and classification of handicapped pupils [6:28-1.6].

6. As part of the classification conference the school health services specialist is available to:

   a. provide health information;

   b. participate in the discussion of the health appraisal;

   c. review findings of medical specialists [6:28-1.7(a)].

7. Whenever appropriate, the school health services specialist participates in the development of the individualized education program [6:28-1.8].

8. Whenever appropriate, the school health services specialist participates in designing the instructional guide [6:28-1.8(e)].

9. Whenever appropriate, the school health services specialist participates in the annual review of the I.E.P. [6:28-1.8(f)].

10. The school health specialist is consulted with regard to referrals to medical specialists and health agencies.

11. The school health services specialist is involved in the review and reclassification process [6:28-1.6(p)].

12. School health services are provided to handicapped pupils attending eligible private schools [6:28-4.4(a)1].

SCHOOL HEALTH SERVICES RELATED TO SPECIAL EDUCATION

Criteria

13. The school health specialist is responsible for verifying that all handicapped pupils are immunized, including those placed in eligible private schools [N.J.S.A. 26:2A-7 and the Sanitary Code, Chapter 14; N.J.A.C. 4.5(d)].

14. Facilities for the school health services specialist are clean, attractive, private and large enough to provide effective health services.

15. The school health services specialist has adequate, properly functioning equipment and sufficient supplies for effective health services.

16. The school health services specialist attends inservice programs to improve his/her knowledge and skill in working with handicapped pupils [6:28-2.5(a)].

17. The school health services specialist provides inservice to the teaching staff in regard to the identification of pupils with possible handicaps of a physical nature.

18. The school health services specialist consults with the parents of handicapped pupils in regard to health care and resources available to their child.

19. The school health services specialist monitors the administration of medication to handicapped pupils who require it.

LEARNING DISABILITIES TEACHER CONSULTANT CRITERIA LISTING

LEARNING DISABILITIES TEACHER-CONSULTANT

Criteria

1. Following parental consent, the LDT-C participates with other members of the basic child study team in making a preliminary determination of the need for a comprehensive evaluation of that pupil [6:28-1.5(d)].

2. The LDT-C begins the educational evaluation after parental approval of the referral has been granted [6:28-1.5(a)].

3. The LDT-C case study is a comprehensive evaluation which includes but is not limited to:

   a. observation of the pupil;

   b. review of the pupil's educational history;

   c. conferences with the pupil's teacher(s);

   d. evaluation and analysis of the pupil's learning characteristics including assets, deficiencies and a determination of the pupil's individual educational competencies [6:28-1.6(g)3].

4. The LDT-C evaluation is made on an individual basis [6:28-1.6(c)].

5. Evaluation procedures and testing materials are selected and administered so as not to be racially, culturally, or in any other way discriminatory. Evaluations:

   a. are conducted in language or another mode of communication understandable to the child;

   b. are valid for the specific purposes for which they are being used;

   c. accurately reflect the pupil's aptitude, achievement and/or skill development and not the pupil's sensory, motor or language impairment [6:28-1.6(c)].

6. The LDT-C has available a sufficient supply of testing materials for evaluation purposes.

7. Tests are not used as the sole criterion for classification, program and/or placement [6:28-1.6(g)3].

8. The report of the LDT-C educational evaluation includes:

   a. the pupil's level of academic performance;

   b. a description of the learning characteristics of the pupil;

Criteria

c. an analysis of the pupil's present learning environment, including the curriculum, and instructional methods and materials;

d. an analysis of the relationship between the pupil's learning characteristics and educational environment to the learning problem;

e. date and signature [6:28-1.6(g)3;6:3-2.2(h)].

9. Only material relevant to the education of a pupil is included in the educational assessment report [6:3-2.2(c)].

10. If the LDT-C accepts an evaluation report from an approved clinic, agency or professional in private practice, acceptance of such a report is noted in writing [6:28-1.6(j)].

11. As a member of the basic child study team, the LDT-C participates in the decision regarding classification, recommended placement and the special education program and related services that are required [6:28-1.3(d);1.7;1.8].

12. The LDT-C signs the classification report [6:28-1.8(i)].

13. The LDT-C provides a summary statement for inclusion in the I.E.P. [6:28-1.8(d)1].

14. The LDT-C, as an integral part of the child study team, helps to develop the individualized education program [6:28-1.8(c)].

15. The LDT-C:

    a. assumes responsibility for the instructional guide section of the I.E.P. when it focuses on his/her professional area;

    b. cooperates in the responsibility for the instructional guide section of the I.E.P. when it focuses on other than his/her professional area [6:28-1.8(e)].

16. The LDT-C consults with instructional staff when he/she has the primary responsibility for the development of the instructional guide [6:28-1.8(e)].

17. The LDT-C consults with teachers in regard to the components of the I.E.P. [6:28-1.8(e)].

18. Whether or not the pupil is classified, the LDT-C participates in explaining the evaluation results to the parent.

LEARNING DISABILITIES TEACHER-CONSULTANT

Criteria

19. The LDT-C assists instructional staff in obtaining teaching materials and equipment relating to the instructional guide.

20. The LDT-C participates in the annual review of the I.E.P., at a meeting attended by those designated by regulation [6:28-1.8(f)].

21. The LDT-C re-evaluates each classified pupil every three years, or whenever evidence is presented to the child study team to indicate that a classification or program is no longer appropriate [6:28-1.6(p); 1.7(g)].

22. In evaluating pupil progress with respect to objectives delineated in the pupil's I.E.P., the LDT-C uses:

    a. measurement techniques that are valid and appropriate for the objectives being measured;

    b. a wide range of techniques, such as standardized tests, teacher-made tests, personal observation, teacher reports, interviews with pupils, teachers, parents, etc. [6:28-1.8(d)7].

23. Whenever appropriate, the LDT-C visits and reviews the programs of private schools proposed for placement prior to placement implementation [6:28-4.4(a)3].

24. When a pupil is being returned to the public school from an institution, the LDT-C assists in educational planning for the pupil together with a representative of the institution.

25. As a representative of the child study team, and whenever appropriate, the LDT-C meets with instructional staff on a planned schedule to review each handicapped pupil's progress and revise the program when needed [6:28-1.8(d) 7,8].

26. Ongoing consultation regarding pupil progress is provided to professional staff on an informal basis [6:28-1.8(d)7,8].

27. The LDT-C is available for consultation with:

    a. pupils;
    b. parents;
    c. classroom teachers;
    d. school counselors;
    e. school health services personnel;
    f. school administrators;
    g. social agency representatives.

28. The primary role of the LDT-C is not limited by unrelated responsibilities.

29. The LDT-C has the opportunity to contribute to the periodic review, modification and updating of the procedures and policies of the special services department.

30. The LDT-C keeps informed of the latest developments in the field by participating in:

    a. The school district's program of professional development [6:28-2.5(a)];

    b. county and state meetings;

    c. professional organizations;

    d. conferences, workshops and other professional growth activities.

31. The records of the LDT-C are maintained in compliance with state law and regulations [6:3-2.4].

32. The LDT-C has a continuing responsibility for the inservice training of staff who identify and refer pupils who may require special education services.

33. The LDT-C is a resource person in curriculum development for programs for handicapped pupils.

34. The LDT-C is involved in planning and implementing general education curriculum.

35. Inservice training is planned for and provided to district personnel by the LDT-C either alone or in conjunction with other staff members [6:28-2.5(a)].

36. There is available to the LDT-C:

    a. adequate office space that insures privacy;

    b. private and appropriate areas in the schools for evaluations and interviews;

    c. adequate secretarial services;

    d. easy access to a telephone for private conversations;

    e. travel allowance;

    f. funds for professional journals and registration fees at conferences.

37. The LDT-C has a budgeted amount of money each year for professional and instructional materials.

38. A job description for the LDT-C exists and is approved by the board of education.

LEARNING DISABILITIES TEACHER-CONSULTANT

Criteria

39. The LDT-C is available to assist the general education staff with materials and instructional techniques for pupils having learning difficulties in their classrooms.

40. The LDT-C is thoroughly familiar with:

    a. state law and regulations regarding special education and pupil records [N.J.S.A. 18A:46; N.J.A.C. 6:28; N.J.A.C. 6:3].

    b. policies adopted by the school board.

41. The LDT-C offers assistance to parents, when it is requested, by suggesting materials and techniques that they can use with their children at home.

42. The district has employed sufficient LDT-C's to insure the required services as specified in the rules and regulations [6:28-1.3(b)].

43. The LDT-C is available for consultation with general education staff regarding policies and procedures which affect the mental health of the pupil.

44. The LDT-C:

    a. has a standard certificate as a Learning Disabilities Teacher-Consultant issued by the New Jersey State Department of Education;

    b. is an employee of the local board of education;

    c. has an identifiable apportioned time commitment to the district;

    d. is available during the hours pupils are in attendance [6:28-1.3(a),2.3(a)].

APPENDIX D

GROUP ACTIVITY - AN IMAGE EXCHANGE

The trainer may wish to utilize the following Structured Experience, adapted from A Handbook of Structured Experiences for Human Relations Training.

An Image Exchange

Goals:

To improve the relationships between counselors, child study team members, vocational instructors, and other groups represented.

To explore how groups interact with each other

Group Size:

Two groups of not more than twelve participants each.

Time required:

Two to three hours.

Materials:

Newsprint, felt-tipped markers, and masking tape.

Physical Setting:

One room large enough to seat the members of both groups, and with wall space for posting newsprint sheets. Two nearby rooms, each large enough to accommodate one of the groups.

Process:

1. In a general meeting, the trainer discusses goals, and the following schedule of events.
2. Two groups are formed: one of the members of the child study team (psychologists, social workers, learning consultants), the other of vocational educators and counselors.
3. Groups meet separately for one hour to generate two sets of data on the sheets of newsprint: (1) how they see the members of the other group and (2) how they think the other group members see them.
4. The total group reassembles, and spokesmen for the two groups post and explain the data. During this phase, the facilitator helps members listen, but not respond, to the feedback. Their goal is to understand the perceptions of the other group. Allow thirty minutes.
5. The two groups meet separately again, for one hour, to respond to the data and to plan how to process it.
6. In a third general meeting of thirty minutes, members of the two groups share their reactions to the feedback.

The trainer can assist in the above discussion by being aware of the way the two groups are interacting, and as an independent third party, respond with appropriate reflections and feedback. Discussion areas may include:

> Are members open to the perceptions others have of them, or do defenses block communication?
>
> Is there validity to the other groups perceptions, and what are causes of such concerns identified?
>
> Identify the major misconceptions.
>
> Develop suggestions for resolution of such misperceptions.

The process can be carried out in a series of meetings over a period of days or weeks.

APPENDIX E

SUMMARY OF THE LAWS

The following statements are an analysis of significant laws impacting on the handicapped which have been recently enacted. We will specifically focus on how these statutes provide for the vocational education of the handicapped, as all make reference to this responsibility.

The laws to be discussed are P.L. 94-142, The Education for All Handicapped Children Act; P.L. 94-482, The Vocational Education Amendments of 1976; Sec. 504, P.L. 93-112, The Rehabilitation Act of 1973; P.L. 95-207 The Career Education Incentive Act. Each indicated linkages to another so that all are interrelated and thusly each has its own responsibility for provision of vocational education to the handicapped.

This precis will have two segments, one a description of the essential elements of these laws, the second a charting of the interrelationships by citation.

ABSTRACT OF LAWS

A. Provisions of P.L. 94-142, The Education for All Handicapped Children Act of 1975.

1. Purposes

    a. To provide a free and appropriate public education to each handicapped youth.

    b. Assure that the rights of handicapped children and their parents are protected.

    c. Assist in provision of education to all handicapped children by L.E.A.'s.

    d. Assure the effectiveness of these efforts.

2. How Accomplished

    a. By providing a Free Appropriate Public Education, F.A.P.E.

    b. Full educational opportunity.

    c. An individualized education program, I.E.P.

    d. A funding formula based on an annual count, which provides coverage of the excess costs of services mandated by the Act.

    e. Due process procedures.

3. Definitions

    a. Free Appropriate Public Education (F.A.P.E.) means special education, which includes vocational education and related services which are provided without charge and in conformity with an individualized education program (I.E.P.).

    b. Full educational opportunity refers to providing all handicapped children an equal opportunity to participate in all programs and services offered, including industrial arts, consumer and homemaking education and vocational education.

    c. Special education is specifically designed instruction to meet the unique needs of a handicapped child including classroom instruction, physical education, related services, vocational education.

    d. Related services are such developmental, corrective and other supportive services as are required to assist a handicapped child to benefit from special education.

B. Section 504, P.L. 93-112, Rehabilitation Act of 1973

1. Purpose - prohibits discrimination on the basis of physical or mental handicaps in all federally assisted programs and activities and requires giving handicapped citizens equal opportunities in employment, health, social service, and education programs.

2. Provisions - federal assistance recipients:

   a. May not deny qualified handicapped persons equal opportunities to participate in or benefit from any program or activity solely on the basis of handicap.

   b. Must provide an equality of aids, benefits and services.

   c. Provide aids, benefits and services in the most integrated setting appropriate for the individual.

   d. Make programs accessible.

3. Additional policies later established for vocational education facilities:

   a. No student or group of students to be denied equal opportunity to benefit from vocational education.

   b. Criteria controlling student eligibility for admission may not unlawfully discriminate on the basis of handicap.

   c. May not adopt or maintain a system for admission to a fixed number of students on the basis of handicap.

   d. An introductory, preliminary or exploratory course may not be established as a pre-requisite for admission to a program unless the course has been and is available without regard to handicap.

   e. Access to vocational programs or courses may not be denied handicapped students on the ground that employment opportunities in any profession or occupation may be more limited for handicapped persons than for non-handicapped persons.

   f. Recipients may not counsel handicapped students to more restrictive career objectives than non-handicapped with similar abilities and interests.

e. An Individualized Education Program (I.E.P.) is a written statement for a handicapped child that is developed and implemented as a result of a team effort which is to include the parents, is reviewed annually and must include specific elements relating to statements of goals, objectives and evaluative criteria.

f. Least restrictive environment requires that, to the maximum extent practicable, the local education agency provides services to enable handicapped children to participate in regular educational programs insuring that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services.

g. Vocational education consists of organized educational programs directly related to preparing individuals for paid or unpaid employment and includes industrial arts, consumer and homemaking education programs.

C. P.L. 94-482 The Educational Amendments of 1976
Title II - Vocational Education

1. Purpose

The Purpose of Part A of the Act, as stated in section 101 of the Act, the "Declaration of Purpose," is to assist States in improving planning in the use of all resources available to the States for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the State in the development of the vocational education plan.

It is also the purpose of this part to authorize Federal Grants to States to assist them:

(1) To extend, improve, and where necessary, maintain existing programs of vocational education.

(2) To develop new programs of vocational education,

(3) To develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal education opportunities in vocational education to persons of both sexes, and

(4) To provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis so that persons of all ages in all communities of the State, those in high school; those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have already access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

2. Definition

"Handicapped" means a person who is mentally retarded; hard of hearing; deaf; speech impaired; or other health impaired person, or persons with specific learning disabilities; and who by reason of the above:

- Requires special education and related services and
- Cannot succeed in the regular vocational education program without special education assistance; or
- Requires a modified vocational education program.

3. Provisions

a. Recognizes programs for the handicapped as National Priority programs, and sets aside 10% of basic grant funds (Subpart 2) and from the money provided from program improvement and supporting services (Subpart 3) to be used to the handicapped.

b. Basic grant funds may be used for construction of facilities but they must be available to all area residents, be accessible to handicapped persons and admit all students.

c. Each handicapped pupil's program must be planned and coordinated as part of the student's I.E.P. (Section 104.182(f) of P.L. 94-482).

d. Each state desiring to participate in programs under the Act must establish a state advisory council one of whose members must "have special knowledge, experience, or qualifications with respect to special education needs of physically or mentally handicapped persons.

e. That funds used for purposes of serving the handicapped are consistent with the State Plan submitted under the Education of the Handicapped Act.

f. Each state shall use to the maximum extent possible the set aside funds for the handicapped to assist these individuals to participate in regular vocational education programs.

g. Each local education agency that receives federal assistance under the Act is required to establish a local advisory council on vocational education. Policy and procedures should be developed by which concerns of handicapped individuals will receive appropriate representation and attention.

h. Each state shall be responsible during the 5 year period of the State Plan for the evaluation of the effectiveness of each vocational program or project assisted with funds available under the Act.

D. P.L. 95-207 The Career Education Incentive Act

1. Purposes

   a. Major purpose of education is to prepare every individual for a career suitable to that individual's preference.

   b. Career education holds promise of improving the quality of education and opening career opportunities for all students by relating education to their life aspirations.

   c. In recognition of the prime importance of work in our society it is the purpose of this Act ... in making education as preparation for work and as a means of relating work values to other life roles and choices (such as family life) a major goal of all who teach and all who learn by increasing the emphasis they place on career awareness, exploration, decision-making and planning and to do so in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping in such activities ... and on account of ... handicap.

2. Provisions

   a. Each agency will employ such staff as are necessary and programs of career education ... including a person or persons experienced with respect to problems of discrimination in the labor market and stereotyping on account of ... handicap.

   b. ... develop exemplary career education models particularly projects designed to eliminate bias and stereotyping on account of ... handicap.

E. Special Education Considerations

1. As mentioned previously, the term is used inclusively and as such includes related services and non-academic programs and services such as vocational education, consumer and homemaking education, industrial arts.

2. Some considerations to receive reflection when determining which pupils are eligible for special education and related services.

   a. Does the pupil have a handicapping condition which affects his/her educational performance?

   b. If special educational assistance or a modified program were provided, could the pupil so identified as having a handicapping condition which affects his/her educational performance succeed in a regular, vocational, industrial arts, consumer or homemaking education program or enabled/assisted to progress along a continuum to that level?

   c. Will the pupil be programmed with non-handicapped pupils to the maximum extent possible appropriate to his/her needs?

   d. Is an educational placement determined only after considering the student's unique needs and abilities?

II. CHART OF INTER-RELATIONSHIPS

CODE OF FEDERAL REGULATIONS (CFR),
TITLE 45

EHA	VEA	RA
A. Definition - Handicapped		
121a.5	Appendix A	84.3
B. Definition - Special and Vocational Education		
121a.14	104.511,512	80., Appendix B
C. Least Restrictive Environment		
121a.132 .227 .305-306 .361 .513 .550-556	104.182	84.4 .11 .12 .22 .34 .37 .43 .47
D. Individualized Education Program (I.E.P.)		
121a.4 .130 .235 .322 .340-49 .401 .533-534 .552	104.182	84.33
E. Vocational Guidance and Counseling		
121a.13 .306 .553	104.602 .701 .761-.764 .773	84.37 .47

Note:

EHA - The Education for All Handicapped Children Act P.L. 94-142

VEA - The Vocational Education Amendments P.L. 94-482

RA - The Vocational Rehabilitation Act P.L. 93-112

Questions to assure vocational education programming for handicapped pupils which must take place in a least restrictive environment while achieving the goal of full educational opportunity.

1. Is vocational education a constructive special education placement in view of the pupil's expressed or demonstrated interests, desires, aptitudes, abilities?
2. Were the determinant devices utilized by the staff unbiased based on standardizing, group, validity and reliability factors?
3. Is the referring or responsible education agency able to delineate the handicapping condition(s) as it relates to academic/vocational placement and extent of participation in regular or self-contained programs with support (related and ancillary) services, aids, and devices?
4. Can the academic/vocational education agency document the attempts made to place the pupil in regular education programs with support (related and ancillary) services?
5. Is the pupil unable to participate in the regular program due to inaccessibility of a given facility or program?
6. Are alternative placements available for handicapped pupils whose handicapping condition delimits participation in regular programs?
7. Are the facilities, programs, services, activities for handicapped pupils who are separated comparable to those provided the non-handicapped pupils?
8. Do the separated handicapped pupils have equal opportunity to benefit from those programs provided the non-handicapped pupils?

Individualized Education Program 6:28-1.8

(a) An individualized education program shall be written for each pupil classified as educationally handicapped in accordance with the requirements of these regulations and procedures established by the Bureau of Special Education and Pupil Personnel Services.

(b) The individualized education program for each educationally handicapped pupil shall consist of a basic plan section and an instructional guide necessary to assist the teacher(s) in planning and providing ongoing educational activities.

(c) The basic plan section of the individualized education program shall be developed at a meeting attended by the basic child study team, one or both parents, teacher(s) having knowledge of the pupil's educational performance, and the pupil, where appropriate. Administrators, school counselors, speech correctionists, and other individuals, in person or via telephone, may be included at the discretion of the parent(s) or the local school district.

(d) The basic plan section of the individualized education program shall include, but not be limited to:

1. Statements of findings which describe the pupil's present levels of educational performance including academic achievement, intellectual functioning, personal and social adjustment, physical and health status, and where appropriate, prevocational, vocational and self-help skills;
2. A statement of the team's decision which determines pupil eligibility for special education and related services;
3. A statement of annual goals which describes the educational performance expected to be achieved by the end of the school year under the pupil's individualized education program;
4. A statement of objectives, which shall be specific, intermediate steps between the present level of educational performance and the annual goals;
5. A description of the pupil's educational program which also includes:
    - i. A statement explaining the rationale for the type of educational program and placement;
    - ii. An explanation of how the placement is the least restrictive environment appropriate for the pupil;
    - iii. A description of the extent to which the pupil will participate in regular educational programs, if appropriate.

6. **A statement describing the specific related services necessary to meet the unique needs of the pupil which also include:**

    i. **The date when required services will begin;**
    ii. **The length of time the services will be given.**

7. An evaluation procedure and schedule shall be developed to determine whether the program objectives are being achieved;

8. A statement describing each child study team member's role, if any, for implementing the various aspects of the individualized education program.

(e) Subsequent to the development of the basic plan section, a designated member(s) of the basic child study team shall coordinate the development of the necessary instructional guide in cooperation with the staff member(s) responsible for each area of the pupil's individualized education program. The chief school administrator or his/her designee shall be responsible for the implementation of the individualized education program.

1. The instructional guide shall include where appropriate, but need not be limited to:

    i. A planned schedule of the time the pupil will be served by specialists, special education teachers, and regular education teachers;

    ii. Instructional strategies geared to the pupil's learning style;

    iii. Techniques and activities designed to support the personal-social development of the pupil;

    iv. Any special instructional media and materials which are needed.

(f) Annually, or more often if necessary, the local school district shall review and revise the appropriate individualized education program at a meeting with one or both of the pupil's parents. This meeting shall include the appropriate member of the basic child study team; the teacher(s) having knowledge of the pupil's educational performance; and the pupil, where appropriate, administrators, school counselors, speech correctionists and other individuals, in person or via telephone may be included at the discretion of the parent(s) or local school district.

(g) Each local school district shall ensure that the parent(s) and educators of a handicapped pupil are afforded the opportunity to participate in the development of the individualized education program, including scheduling the meeting at a mutually agreed upon time and place consistent with policies developed and approved by the district for this purpose.

1. If neither parent can attend, the local school district shall use other methods to ensure parental participation, including individual or conference telephone calls;

2. A meeting may be conducted without a parent in attendance if the local school district is unable to convince the parents that they should attend. In such cases, the local school district shall have a record of its attempts to arrange a mutually agreed upon time and place, including;

   i. Detailed records of telephone calls made or attempted to the home or place of employment and the results of those calls;

   ii. Copies of correspondence sent to the parents and any responses received;

   iii. Detailed records of visits made to the parents in the home and the results of these visits.

(h) The local school district shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

(i) A copy of the classification and individualized education program for the pupil shall be signed by members of the basic child study team and shall be provided to the parent on the native language of the home unless it can be demonstrated that this requirement would place an unreasonable burden upon the local school district. In such cases, other means of communication may be used which unsure that the parent fully understands the English language transcription of information.

(j) The individualized education program shall be implemented only after agreement by the parent(s) of the child or by order of a classification officer, and must be put into effect within 30 school days of the conference date. Invocation by the parent(s) of the due process procedures described in these regulations suspends this time requirement. If parental consent for the initial program placement is withheld, the school district may appeal the parental refusal in accordance with the procedures for due process described in these regulations.

(k) The requirements of this section also apply to pupils who have been classified by school physicians or speech correctionists as described in these regulations. In such cases, the individualized education program shall be developed at a meeting attended by the school physician or speech correctionist, one or both parents, the pupil where appropriate, and the pupil's classroom teacher(s) who are affected by the individualized education program. A school nurse or school nurse practitioner may act on the school physician's behalf in these matters. Basic child study team members shall be included in these determinations where appropriate.

APPENDIX F

Lists of:

COUNTY SUPERVISORS OF CHILD STUDY
COUNTY DIVISION OF VOCATIONAL REHABILITATION OFFICE MANAGERS
COUNTY CAREER EDUCATION

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Morris
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Somerset
Mrs. Katie LaMar Gibson
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201/231-7000

Hunterdon
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Hunterdon County Library &
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609/292-~~0447~~ [illegible] 7

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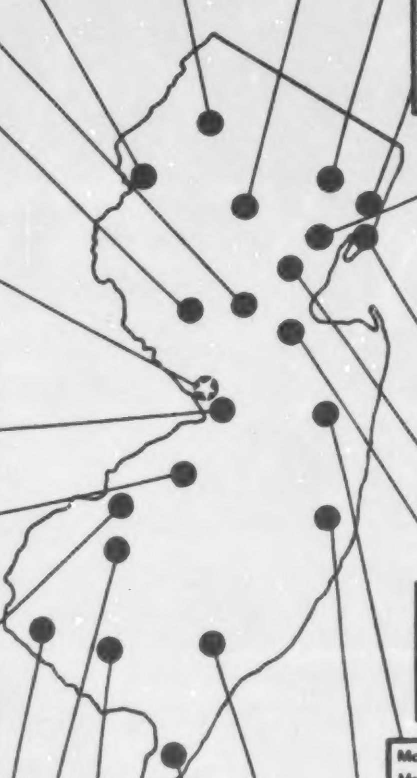
Bridgeton, N.J. 08302 609/451-8000



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(NEW JERSEY'S COUNTY SUPERVISORS OF CHILD STUDY CHART ON NEXT PAGE)

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New Jersey Department of Labor and Industry

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	Mr. Alexander Kirk 80 Mulberry Street, Rm. 201 Newark, New Jersey 07102 201-648-3367; 3445; 3493 (Newark City)
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BIBLIOGRAPHY
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4103 Kilmer Campus
New Brunswick, New Jersey 08903

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Module II

Assessment, Community and Career Resources

Module II: ASSESSMENT, COMMUNITY AND CAREER RESOURCES

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Module II

ASSESSMENT, COMMUNITY AND CAREER RESOURCES

Unit I: ASSESSMENT

MANUAL

Unit I: ASSESSMENT

OBJECTIVES

Participants will:

- Become acquainted with the goals of assessment.
- Become aware of the various types of assessment.

GROUPING

Large group, lecture.

MATERIALS NEEDED

Overhead projector
Screen
Transparencies
Magic Marker

ACTIVITY SCRIPT/FORMAT

1. Review goals of assessments.
   Distribute hand-out #1

2. Discuss sources of assessment. Include:

   * Student Cumulative Records
   * Student Confidential Records - Child Study Team Evaluations.
   * Interviews with Key Personnel.
   * Through entry-level per work sampling.
   * Through direct observation of student performance.
   * Through interest, attitudinal surveys and use of other psychometric instruments.
   *

3. Present the various types of commercial assessment instruments available. Distribute hand-out 2. If a more intense review is needed of these instruments, refer participants to the Occupational Resource Center Assessment project in Edison, New Jersey. A copy is included in Appendix A.

4. Stress to participants that besides formal instruments, there are observational ways of assessing pupils. These include work samples.

5. Distribute and discuss handouts 3 and 4.

6. These following activities are useful for reinforcement of academic skills and concepts as well as for assessment of pre-vocational skills.

Purpose is to illustrate how vocational tasks and skills can be assessed through simple, inexpensive and in some cases pre-existing means and materials.

a. Have participants review Assessment A. Handout 5.
b. Briefly discuss and give samples of concepts, tasks or skills that can be assessed by having the student bake chocolate cake.
c. Have the participants break into small groups and analyze Handout 5.
d. Discuss task to determine the skills necessary in completing the concepts and skills generated by groups.

Point out that the finished product is the ultimate evaluation of the students skills. However, the individual must work with and observe the student from the beginning to end of the activity in order to identify weaknesses specifically that prevented the student from being successful.

E.g., - If the cake, when tasted at the end is extremely bitter, reasons for this could be:

A.	Too much baking soda	-	Incorrectly measured.
B.	Too little or no sugar	-	Incorrectly read instructions. Misinterpreted ingredients, lacks dry measure skills.

Remediation based upon results of the assessment would vary depending upon the specific weakness.

TASKS

- The student demonstrates the ability to:

1. Define specific vocabulary terms found in the recipe such as:

A.	Measures	D.	Temperatures	G.	Equipment
B.	Direction	E.	Time		
C.	Ingredients	F.	Amounts		

2. Complete each step sequentially.
3. Identify kitchen tools and utilize correctly following safety procedures.
4. Recognize the need for and properly ask for repeated directions or clarification when needed.
5. Recognize advantages of using standard food preparation recipes.
6. Accurately complete pre-cooking procedures such as
   A. gathering ingredients
   B. selecting utensils
   C. setting oven temperature
7. Weigh and measure ingredients.
8. Demonstrate ability to utilize measuring spoons; cups and scales.
9. Mix ingredients according to direction and follow the recipe through to completion with satisfactory results within a reasonable time limit.
10. Follow written directions.
11. Follow oral directions (read orally if student is unable to read recipe independently).

Assessment B - Handout 6 requires the same steps as stated in Assessment A. Both can be used if needed or A or B chosen at discretion of trainer. Participants may be either more familiar or interested in a specific assessment. After small group discussions, have participants review Handout 7 for analyzing task.

Module II

ASSESSMENT, COMMUNITY AND CAREER RESOURCES

Unit II: COMMUNITY RESOURCES/ SUPPORT AGENCIES/RELATED SERVICES

MANUAL

Unit II- Community Resources/Support Agencies/Related Services

OBJECTIVES

Participants will:

- Gain an understanding and awareness of the broad scope of community resources and related services available to them;
- Increase awareness of school resources available in their own districts;
- Begin to include community agencies/school resources within planning for each student's individual program.

GROUPING

Not more that 15-20.

MATERIALS NEEDED

Overhead projector, screen transparency marker.

DESCRIPTION OF ACTIVITY

- Overview of available school resources
- Overview of community resources/support agencies
- CETA overview
- DVR overview
- Analysis of resources activity
- Simulations

ACTIVITY - SCRIPT/FORMAT

1. Present Handout 8

Discuss and compare Voc. Ed./Spec. Ed.

Stress: Some aspects of Voc. Ed. are included in comprehensive secondary school and vice versa.

- Discuss cross-over of basic academic instructors and Practical Arts Instructors.

Point out full-time vs. shared-time vocational schools.

Discuss multi-faceted roles of varied personnel.

2. Present Handout 9

   - Discuss each of major four components and their possible contributions.

   - Ask for examples in each.

3. Break into small groups of five.

   Review importance of resource utilization.

   Have each group brain-storm specific examples in each category available to them in their district.

   Stress - Sharing of past experiences with agencies and organizations.

   Present Handout 10 and Handout 11 and discuss as examples of potential services available.

4. Trainers can use the Simulations (contained in Handout 12) as ways to offer participants a sense of the real-world problems connected to the full use of the community for vocational/special education programs.

   Break into small groups and assign one of the four simulations (Handout 12) to each group;

   Case A: A private provider of vocational services challenges the school's proposal to make fuller use of community resources in their vocational programs;

   Case B: Outlines a conflict between the Vocational Rehabilitation Department and the School's Vocational Education Program;

   Case C: Presents a case of a teacher who wants to move from simulated work to real settings in the community;

   Case D: Asks the group to brainstorm the most appropriate training approaches for a vocation educator.

   Trainers should use the Simulations as opportunities for problem-solving sessions and elicit analysis and strategies from the group participants.

5. Distribute Handout 13.

   - Discuss applicability to any job or occupation.
   - Discuss places other than job placement or vocational education program when student could receive instruction in these competencies.
   - Discuss General Employment Competencies in terms of utilizing resources discussed as sources for instruction or development.
   - Have small groups brain-storm specific examples, e.g., - if class is taking a field trip, instead of renting bus have class plan for and use public transportation such as buses or trains.
   - List on overhead as presented.

Note to Trainer: For additional information on this unit, see Appendices C, D, E, and F.

Module II

ASSESSMENT, COMMUNITY AND CAREER RESOURCES

Unit III: CAREER DEVELOPMENT

MANUAL

Unit III: CAREER DEVELOPMENT

OBJECTIVES

Participants will:

1. Acquaint themselves with laws and regulations regarding the inclusion of career awareness and education in a students program.
2. Develop an awareness of the basic concepts in career education.
3. Present a model for career education for special needs students.
4. Develop a prototype for an industrial survey of the participants local area.
5. Become acquainted with the Fifteen Occupational Cluster areas and with subcluster areas and task analysis.
6. Be provided with some supplementary resources for their schools.

GROUPING

10-25 Participants

MATERIALS NEEDED

Overhead Projector
Transparency Marker
Handout Materials

ACTIVITIES

1. Pathways to Careers - See trainer notes
2. Role Descriptions - Supplemental activity
3. Job Analysis - See Trainer Notes
4. Industrial Survey - See Trainer Notes

TRAINER NOTES

1. Present T-1 and T-2. Discuss implications of the laws. Highlight P.L. 94-142 and Section 56330 (Inclusion in IEP).
2. Utilize T-3 - Point out the interrelatedness of the three phases. Discuss how they could be "infused" in a schools" existing facilities and resources. Ask participants for examples for each area. (E.g., - Home Economics teacher can explore careers in the Foods Industry and "simulate" job skills such as menu planning, inventory, ordering of supplies, serving prepared dishes, etc.)
3. Display T-4 which discusses some basic concepts concerning career education.

4. Present Fifteen Occupational Cluster Areas. Utilize T-5. Give examples of varied jobs found within each area, e.g.,

Transportation

Service Station Attendant - .Bus driver
Diesel Mechanic - Small engine mechanic
Transmission Specialist - Marine engine maintenance mechanic
Truck Driver - Auto parts salesperson

5. Introduce concepts of cluster area breakdown utilizing T-6 as a sample. Use T-6 to illustrate how one of the primary areas of the Transportation Cluster is Auto Servicing.

A. Subcluster is Auto Mechanics

After being clusters into subclusters, then jobs contained within the subcluster must be identified. e.g., - New car get - ready man, tune-up mechanic.

Instructional tasks must then be identified (compare to task analysis of academic area such as reading) refer to examples in T-6.)

6. Review Community/School Resources from prior unit.

Elicit responses as to what aid industry could provide to a school program.

e.g., field trips, job placement, pamphlets, speakers, etc. Discuss value of becoming familiar with industry in local area.

Utilize Handout 14 and 15 to illustrate how to develop an Industrial Survey. Discuss ways in which districts collect information formally in their district.

NOTE TO TRAINER

1. Trainer may wish to discuss how to use resources in Appendices G - J.
2. Review skills which are vocational in a nature which do not have to be taught in a vocational classroom. Present Handout 16. Review skill listing. Elicit responses from participants about where these pre-vocational and vocational skills can be presented. Reinforce concept of "infusion" and involvement of all staff in school.
3. Distribute Handout 17 as a summary activity.

Have participants check resources in each category that are are available to them in their local district.

Module II

ASSESSMENT, COMMUNITY AND CAREER RESOURCES

Unit I: ASSESSMENT

HANDOUTS: HO-1 – HO-7

Goals of Assessment

Pre-Vocational

Vocational

1. Enable teacher to observe pre-existing skills that student has.

2. Enable student to explore vocational programs and varied job titles.

3. Enable student to perform self-assessment while utilizing work samples.

4. Enable teacher to view strengths and weaknesses in ability levels in regard to vocational interest areas and occupations.

5. Enable teacher and student to observe student performance in various occupational areas and to determine how well the student learns a new skill during assessment.

6. Aid teacher in determining student's learning style in order to offer recommendations regarding programming and skill development.

Psychometric Testing

Psychometric data is a valuable component of vocational assessment and evaluation if test is appropriate to student population. The following partial list contains some vocationally related psychometric instruments.

Inclusion in this list does not imply that a given test should or shouldn't be utilized nor does it imply that only these should be utilized:

Clerical Aptitude

- SRA Typing Skills Test
- Minnesota Clerical Test
- Clerical Speed & Accuracy Test Subtest-DAT
- Subtests -WISC-R, WAIS

Mechanical Ability

- SRA Mechanical Aptitude
- Bennett Mechanical Comprehension Test
- Revised Minnesota Paper Form Board Test
- Subtests WISC, WISC-R, WAIS

Manual Skill and Dexterity

Bennett Hand Tool Dexterity Test
Crawford Small Parts Dexterity Test
Minnesota Spatial Relations Test
Minnesota Assembly Test
Minnesota Rate of Manipulation Test
Purdue Pegboard
Pennsylvania Bi-Manual Work Sample
Wells Concrete Directions Test
McCarron-Dial

Multi-Aptitude Batteries

System for Assessment and Group Evaluation (SAGE)
U.S. Employment Service General Aptitude Test Battery
U.S. Employment Service Non-Reading Aptitude Test Battery
Differential Aptitude Test (DAT)
Armed Services Vocational Aptitude Battery (ASVAB)

Interest

Picture Interest Exploration Survey(PIES)
ASMD-Becker Reading Free Vocational Interest Inventory
Geist Picture Interest Inventory (also deaf form)
Kuder Personal Preference Record

- Ohio Vocational Interest Inventory (OVIS)
- Strong-Campbell Interest Inventory
- Vocational Interest and Sophistication Assessment
- Reading-Free Vocational Interest Inventory
- Career Awareness Inventory
- Career Development Inventory

Attitudes

- The Self-Directed Search
- Vocational Preference Inventory
- Occupational Interests Self-Analysis Scale
- Career Development Inventory (CDI)
- Career Maturity Inventory: Attitude Scale
- Holland Vocational Preference Inventory (VPI)
- Minnesota Vocational Interest Inventory (MVII)
- Rating Scales of Vocational Values, Vocational Interests and Vocational Aptitudes (VIA)
- California Life Goals Evaluation Schedules
- Work Values Inventory
- Temperament and Values Inventory
- Thorndike Dimensions of Temperament

The majority of the tests listed and numerous others are available for review at the New Jersey Occupational Center (EIC/C Edison Program).

Assessment

Work Samples

Work sample assessments can be locally developed or purchased commercially.

Work samples are a preferred method in vocational evaluation as they allow for:

1. The evaluator can objectively measure how an individual will do in elements of an occupation.
2. The student performs the job or elements of the job and, therefore, better explores the career area.
3. The student can compare for him/herself how his/her abilities and interests to the demands of the specific job.

There are many commercial work samples available varying greatly in cost, space required, quality and training requirements. The following is a list of commonly used commercial work samples. Mention does not imply endorsement nor does omission of any imply anything about its value:

- *The Singer Vocational Evaluation System
- *The Valpar Component Work Sample Series
- *Vocational Information and Evaluation Work Sample (VIEWS)
- Talent Assessment Program (TAP)
- MICRO-TOWER
- *Comprehensive Occupational Assessment and Training System (COATS)
- Bordhead-Garrett Vocational Skills Assessment and Development system
- Wide Range Employment Sample Test (WREST)
- Hester Evaluation System
- *JEVS Work Battery
- Carrels for Hands-On Individualized Career Education (CHOICE)
- VITAS-CETA

*Can be viewed at New Jersey Occupational Resource Center (EIC-C's Edison Program)

Components of A Work Sample

1. Design of the sample-
   Assessment of use of tools and materials in Food Services
   Following a recipe
   Measurement
2. Instructions to observer
3. Instructions to student
4. Student Rating Form
5. Field Test and Review Sample

ASSESSMENT - A

Chocolate Cake

3 squares unsweetened chocolate

2 cups sifted cake flour

1 tsp. baking soda

3/4 tsp. salt

1/2 cup shortening

1 1/3 cups granulated sugar

1 cup milk

2 eggs

1 tsp. vanilla extract

1. Preheat oven to 350°. Grease and dust with flour, two 8" cake pans.
2. Melt chocolate in a double boiler and set aside.
3. Onto waxed paper, sift flour, soda and salt.
4. In large mixing bowl combine shortening and sugar. Cream with electric mixer until blended.
5. Alternately add flour mixture and milk.
6. Add eggs, vanilla and melted chocolate. Beat medium speed until well blended.
7. Pour batter into prepared cake pans. Bake 30 - 35 minutes. Test with toothpick. Cool in pans 5 minutes.
8. Loosen edges with spatula and turn onto wire racks.

ASSESSMENT - B

PRE-VOCATIONAL ASSESSMENT

Credit Card Sales

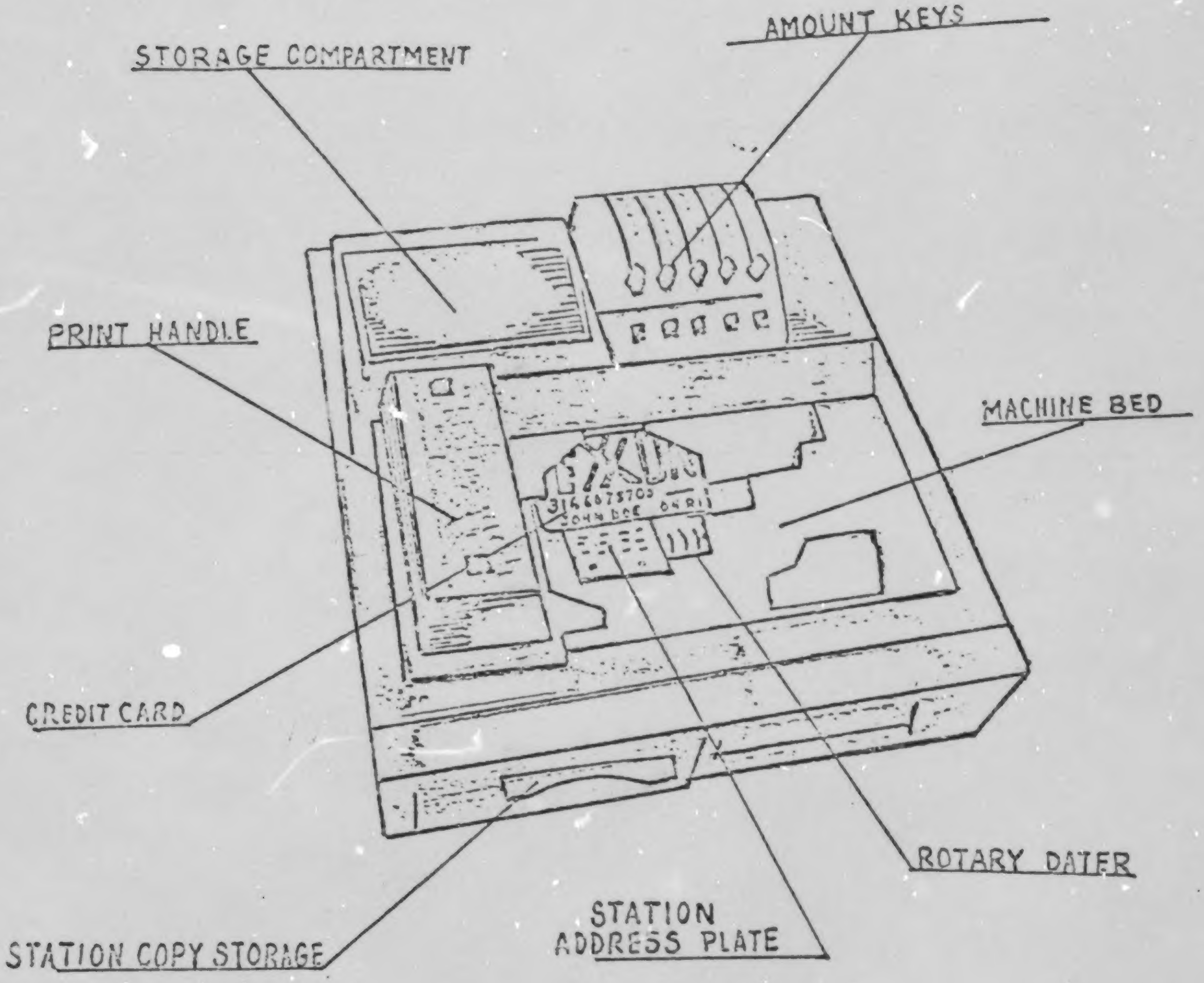
Due to the high cost of gasoline many people are being forced to use credit cards as a form of payment. Most employers in the field of Auto Servicing will require the skill of correctly processing sales made by the use of credit cards.

Remember, any mistakes made by you during this procedure will not be a loss to your employer, but it will be a loss to you. Your employer will take the money lost due to an error on your part out of your pay.

In order to perform this exercise correctly, you must become familiar with the machine that you will be using.

Using the information given to you on the next page, identify the following parts of the machine.

Name of Part	Number
Print Handle	______
Storage Compartment	______
Amount Keys	______
Rotary Dater	______
Machine Bed	______
Charge Form Station Copy Storage	______


STORAGE COMPARTMENT
AMOUNT KEYS
PRINT HANDLE
MACHINE BED
CREDIT CARD
ROTARY DATER
STATION ADDRESS PLATE
STATION COPY STORAGE

Filling Out a Credit Card Form

PROCEDURE

1. Check Rotary Dater. The date should be changed daily using the eraser end of a pencil. Do not use metal objects to turn the wheels.

2. Check the expiration date on the customer's credit card.

3. Put the card in the bed of the machine by placing the bottom edge of the card against the Two Red Tabs.

4. Lift the cover from the storage compartment and get a black charge form.

5. Record the purchase information including the amounts. Show the Total Amount in the space provided.

6. Position the Amount Keys to the figures representing the Total Amount of the Sale.

7. Place the Charge Form in the machine face up. Make sure the four corners of the form are properly placed.

8. Move the Print Handle to full right position, then full left position to complete the printing cycle. If the handle moves a short distance, call your Evaluator. Do not force the handle.

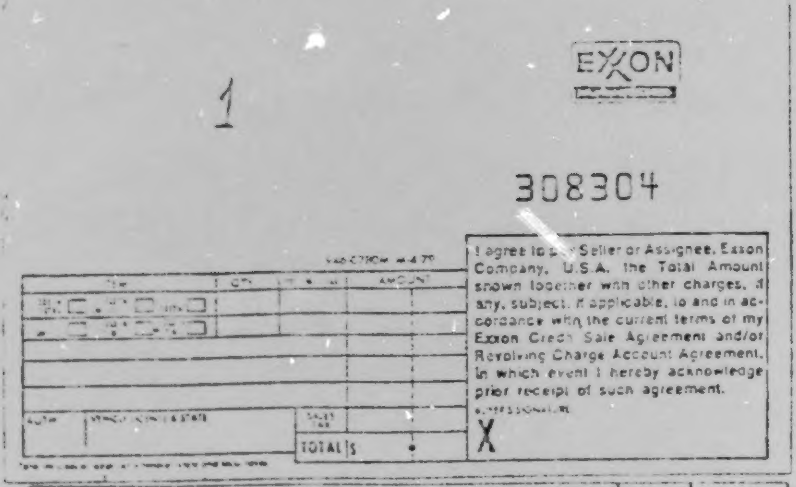
9. Mark the customer's license plate number and state.

10. Ask the customer to sign his name by the Red X. Don't forget this; without his signature the form is worthless.

11. Give the customer the top copy.

12. Place the back copy in the storage compartment.

Now that you know how to use the machine, please complete the exercises on the next page.



1

EXXON

308304

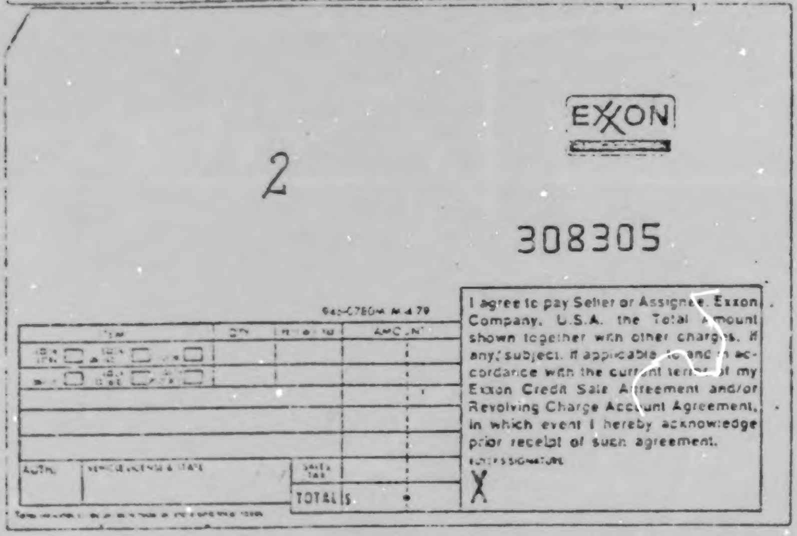
946-0780M M-4-79

ITEM	QTY	PRICE	AMOUNT
AUTH.	VEHICLE LICENSE & STATE	SALES TAX	
		TOTAL $	

I agree to pay Seller or Assignee, Exxon Company, U.S.A. the Total Amount shown together with other charges, if any, subject, if applicable, to and in accordance with the current terms of my Exxon Credit Sale Agreement and/or Revolving Charge Account Agreement, in which event I hereby acknowledge prior receipt of such agreement.

BUYER'S SIGNATURE

X



2

EXXON

308305

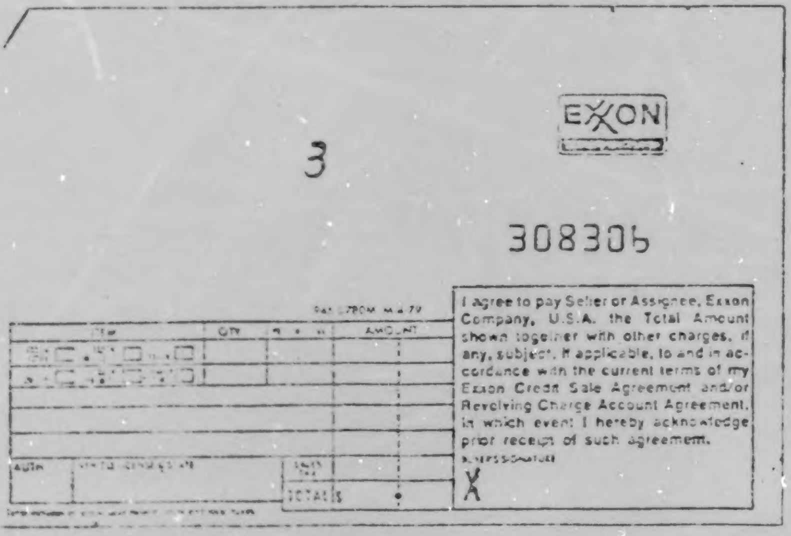
946-0780M M-4-79

ITEM	QTY	PRICE	AMOUNT
AUTH.	VEHICLE LICENSE & STATE	SALES TAX	
		TOTAL $	

I agree to pay Seller or Assignee, Exxon Company, U.S.A. the Total Amount shown together with other charges, if any, subject, if applicable, to and in accordance with the current terms of my Exxon Credit Sale Agreement and/or Revolving Charge Account Agreement, in which event I hereby acknowledge prior receipt of such agreement.

BUYER'S SIGNATURE

X



3

EXXON

308306

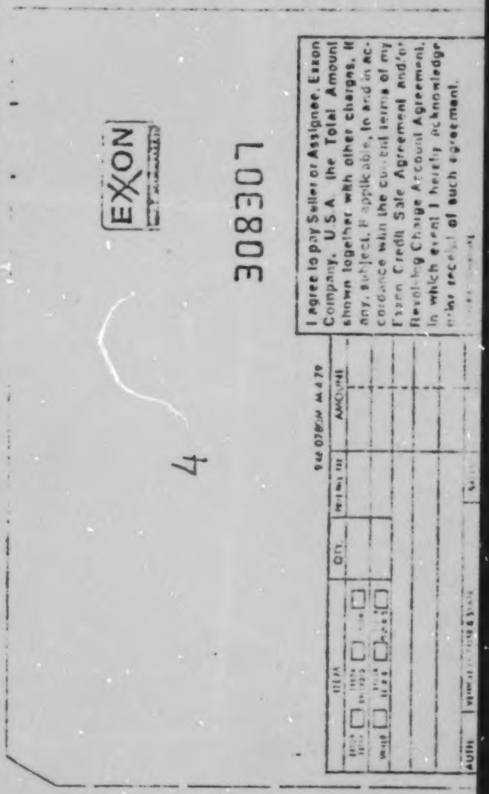
946-0780M M-4-79

ITEM	QTY	PRICE	AMOUNT
AUTH.	VEHICLE LICENSE & STATE	SALES TAX	
		TOTAL $	

I agree to pay Seller or Assignee, Exxon Company, U.S.A. the Total Amount shown together with other charges, if any, subject, if applicable, to and in accordance with the current terms of my Exxon Credit Sale Agreement and/or Revolving Charge Account Agreement, in which event I hereby acknowledge prior receipt of such agreement.

BUYER'S SIGNATURE

X



4

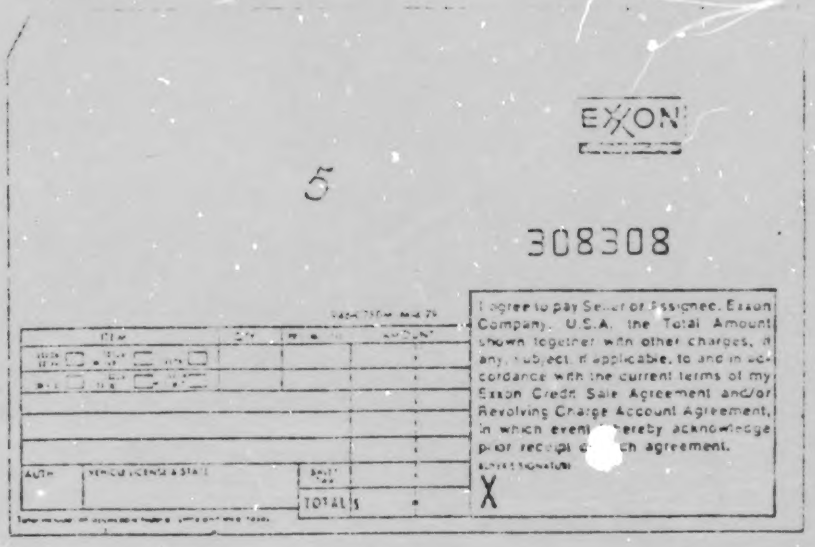
EXXON

308307

946-0780M M-4-79

I agree to pay Seller or Assignee, Exxon Company, U.S.A. the Total Amount shown together with other charges, if any, subject, if applicable, to and in accordance with the current terms of my Exxon Credit Sale Agreement and/or Revolving Charge Account Agreement, in which event I hereby acknowledge prior receipt of such agreement.

BEST COPY AVAILABLE



5

EXXON

308308

ITEM	QTY		AMOUNT
☐ ☐ ☐			
☐ ☐ ☐			
AUTH.	VEHICLE LICENSE & STATE	SALES TAX	
		TOTAL	$

I agree to pay Seller or Assignee, Exxon Company, U.S.A. the Total Amount shown together with other charges, if any, subject, if applicable, to and in accordance with the current terms of my Exxon Credit Sale Agreement and/or Revolving Charge Account Agreement, in which event I hereby acknowledge prior receipt of such agreement.

BUYER'S SIGNATURE

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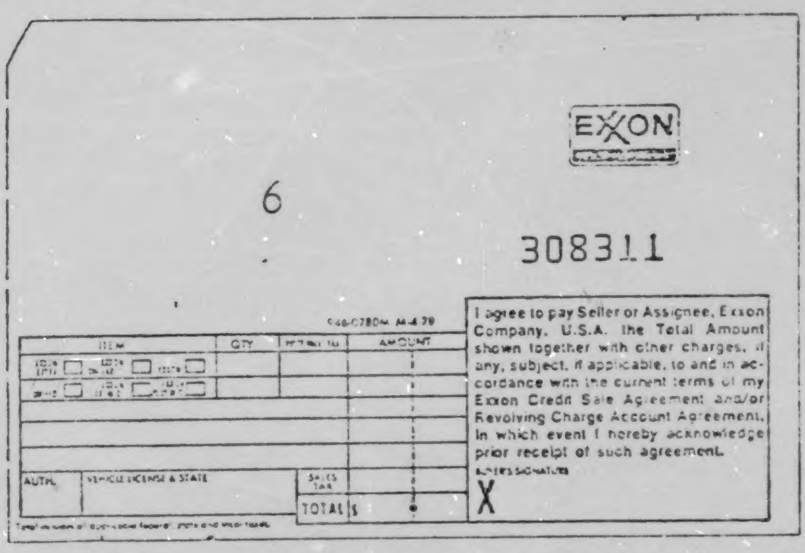


6

EXXON

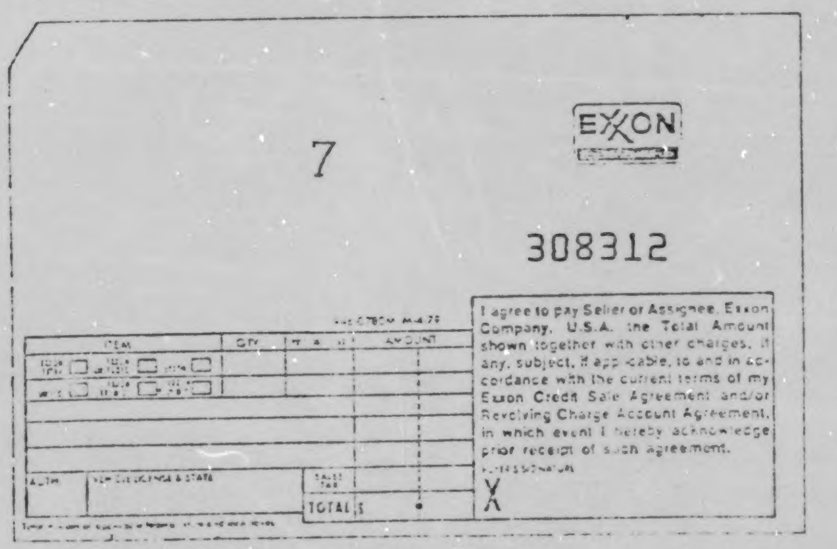
308311

ITEM	QTY		AMOUNT
☐ ☐ ☐			
☐ ☐ ☐			
AUTH.	VEHICLE LICENSE & STATE	SALES TAX	
		TOTAL	$

I agree to pay Seller or Assignee, Exxon Company, U.S.A. the Total Amount shown together with other charges, if any, subject, if applicable, to and in accordance with the current terms of my Exxon Credit Sale Agreement and/or Revolving Charge Account Agreement, in which event I hereby acknowledge prior receipt of such agreement.

BUYER'S SIGNATURE

X



7

EXXON

308312

ITEM	QTY		AMOUNT
☐ ☐ ☐			
☐ ☐ ☐			
AUTH.	VEHICLE LICENSE & STATE	SALES TAX	
		TOTAL	$

I agree to pay Seller or Assignee, Exxon Company, U.S.A. the Total Amount shown together with other charges, if any, subject, if applicable, to and in accordance with the current terms of my Exxon Credit Sale Agreement and/or Revolving Charge Account Agreement, in which event I hereby acknowledge prior receipt of such agreement.

BUYER'S SIGNATURE

X

BEST COPY AVAILABLE

CREDIT CARE SALES ACTIVITY - TASKS

1. Identify different parts of machine and utilization of each.
2. Write legibly and spell accurately.
3. Identify and describe the information needed for each card transaction.

    a. Description and quantity of item(s) sold
    b. Customer License Number
    c. Customer Credit Card plate
    d. Customer signature
    e. Cost per item
    f. Total cost
    g. Sales Tax

4. Ability to add whole numbers and decimals up to four digits to computer cost.
5. Compute tax by multiplication and/or:
6. Read and interpret a sales tax chart.
7. Record information quickly and accurately.
8. Recognize dates written as numbers (1/82)
9. Follow a set procedure for handling credit card transactions.

    a. Obtain customer card
    b. Itemize purchases on receipt form
    c. Follow procedure as outlined in Activity - Items 1-12
    d. Verify card information
    e. Check signature
    f. Check card expiration date
    g. Utilize telephone to obtain further verification

At conclusion note to participants that two assessments such as these are inexpensive and easy to set up:

Assessment A - All materials available from Home Economics teacher in own high school building.

Assessment B - Easy to obtain blank forms and voiced card from gas stations. In fact, gas stations will donate old credit card machines to schools.

NOTE TO TRAINER

For additional information on assessment, see Appendices A and B.

Module II

ASSESSMENT, COMMUNITY AND CAREER RESOURCES

Unit II: COMMUNITY RESOURCES/ SUPPORT AGENCIES/RELATED SERVICES

HANDOUTS: HO-8 – HO-13

Module I
Unit II
HO-8

Community/School Resources - Activity

School -

Vocational
e.g., Cty Vo-Tech School

Sheltered Workshop

____
____
____
____
____

Special Education
Woods I & II Teacher

Community - Federal, State County Agencies e.g., DVR - - Transportation to Post-Secondary Program

____
____
____
____
____
____
____

Community Agencies & Organizations Course Speakers - - Rotary

____
____
____
____
____
____
____

Business, Industry & Labor Organizations Field Trip - Manufacturing/Metal Fab./ Westinghouse Corp.

____
____
____
____
____

Citizen/Special Interest Group
PTA -Purchase Uniform for student who can't afford.

____
____
____
____

Community Resources for the Special Education Student in Vocational Education

Federal, State and County Agencies

- Social Security Administration
- County and State Employment Services
- Division of Vocational Rehabilitation
- Manpower Programs (CETA)
- County Social Services
- Others
  - as applicable and available such as Sheriff's office, Juvenile
- Evaluation and Treatment Centers
- County Transportation
- County Colleges
- County Vocational Schools

Business, Industry, and Labor Organizations

- Career Speakers
- Field Trips
- Occupational Information Materials
- Tours-Industrial & Technical
- On-The Job Training Sites
- Employment - CEI Placements
- Sponsorships
- Donations/Funding for Programs
- Displays
- Private Industrial Canals
- Other Sources

Student

Community Agencies

- Rotary
- Chamber of Commerce
- Planned Parenthood
- Big Brother/Big Sister
- Volunteer Programs
- Recreation Centers
- Community Chest

Citizen/Special Interest Group

- New Jersey Educational Law Center
- Prosthetic Equipment Rental and Donation
- Transportation
- Special Counseling
- Parent/Student Advocate Programs

Community Resources

Division of Vocational Rehabilitation (DVR)

Eligibility for Services

1. Student - - 16 years or older.
2. Presence of a physical or mental disability.
3. Existence of a Substantial
4. Reasonable Expectation that Vocational Rehabilitation Services will enable the individual to become employable.

Range of Services

1. Vocational Counseling
2. Vocational Evaluation
3. Vocational Training
4. Personal and Work Adjustment
5. Job Placement Assistance
6. Follow-up After Employment is secured
7. Maintenance while attending a school or facility for training (provided on financial need basis).
8. Transportation costs to and from place of training or evaluation (financial need basis)
9. Vocational Related Medical Services and Physical Restoration

DVR also serves as a valuable community resource for secondary school special education students.

The student, parent, guidance counselor or child study team can make the referral for DVR services by calling the local DVR office for information.

Module II
Unit II
HO-11

Comprehensive Employment and Training Act, 1973
CETA

Key Points

*Administered through Department of Labor

*Goal - - to assist individuals who have substantial difficulty securing employment

*Population to be Served:

Unemployed
Underemployed
Disadvantaged
Handicapped

*Potential Services:

Job Counseling
Vocational Psychometric Testing
Vocational Evaluation
Personal & Work Adjustment
Skill Training
Job Placement
Job Development

*Contact: local CETA office, State Employment Service for Information

An example of potential programs offered is that within county (in Morris County, New Jersey) - - skill training is offered in:

1. Licensed Practical Nurse (LPN)
2. Cable - - T.V. Installation
3. Auto Mechanics
4. Business/Clerical Occupations
5. Electronic Parts Assembler

Simulations

Vocational Education in the Community

In each of the following simulations, you should take the role of the school staff. How would you propose to deal with the situation presented? Prepare a plan of action!

Case A

Joseph Klein, Principal
Middle City, High School
Middle City, N.J.

Dear Mr. Klein,

I read in the newspaper yesterday that your staff are planning a major, "community based", special education/vocational education plan. I am shocked and insulted. And, frankly, I think the taxpayers of this community should be insulted.

While it may be that your staff are ill informed in the area of vocational training for people with disabilities, this is no excuse for their apparent lack of interest in learning about what is already going on in this community. If they had taken the time to do their homework about what service our agency offers or about all of our work in developing work station in industry.

Frankly, I am dismayed that your staff never took the time to contact us or, as far as I have been able to determine, the Directors of the half dozen, vocational agencies in the community. For the record, you should know that the Association for People with Disabilities already offers:

worker assessment
vocational counseling
vocational training
job placement service
waste station program
support for transition to employment
work adjustment service

and much more. It is a tremendous waste of the taxpayers money for the public schools to try and duplicate our services.

Further, I am very concerned that your staff in their supreme naivete, may destroy the results of all of the careful nurturing we have given to developing good working relations with industry. The real losers in this could be disabled adults themselves.

I suggest the school district drop its vocational education thrust for disabled students until you have a chance to learn about what's already happening in the community.

Sincerely,

Daniel Speed
Executive Director of the Association for People with Disabilities

cc: Director of the Office of Vocational Rehabilitation

Question: How should Joseph Klein respond?

Case B

Jim Evans
Vocational Education Program
Edwards High School
Center City, N.J.

Dear Jim,

Over the past several weeks it has come to my attention that a dozen of your students have become clients of our agency. While it is true that we can serve sixteen year olds, I am reluctant to put our resources into this group since you have a program that should be able to meet their needs. I suggest you speak with your staff and try to minimize their referrals. I am just trying to cut down on unnecessary duplication of services.

Sincerely,

Joan Cooper
Director
Vocational Rehabilitation Department

Questions:

What services could Jim Evans rightfully want for his students from the vocational rehabilitation Department?

How should Jim Evans propose responding to the letter from Joan Cooper?

Case C

Bob Cummings operates a successful vocational education program for special education students. His program offers simulated grocery story work experiences.

Now, he has decided to move this part of his training into the community. He wants to use the natural environment of a real grocery story for training.

Questions:

What steps should Bob Cummings go through in locating grocery story sites?

How can he win the involvement or acceptance of grocery store owners/managers?

Case D

Ann Bobson is a vocational educator. Part of her curriculum/ training is restaurant cooking. She has been asked to modify her program to serve moderately retarded students. She is not sure how to prepare for this change. The principal has informed her that she must do something soon. The retarded students will be placed in her program next month.

Questions:

What should Ann Bobson do?

What information does she need?

What factors should she review?

What skills does she need?

General Employment Competencies

The following employment competencies would be stressed throughout the career training process. This emphasis would be equally shared by both the vocational and home school districts:

I. Personal Development

  A. Attitudes

    1. Sincere interest in job
    2. Maturity
    3. Sets realistic goals
    4. Responsibility/dependability
    5. General pride in him/herself and job
    6. General confidence in him/herself and job
    7. Awareness of importance
    8. Cooperation with employer and co-workers
    9. Effort in completing duties
    10. Appropriate reaction to criticism
    11. Appropriate reaction to supervisor and authority
    12. Appropriate reaction to pressure
    13. Perseverance
    14. Positive self-image
    15. Sincere enthusiasm toward job
    16. Overall friendly attitude toward others
    17. Overall courteousness with others
    18. Adequate control of frustration
    19. Initiative
    20. Honesty toward job, others, self
    21. Knowledge and acceptance of his/her capabilities and limitations

  B. Interests as related to abilities (realistic)

  C. Capabilities

    1. Physical
    2. Intellectual

  D. Hygiene and Grooming

II. Job Search Skills

  A. Job Sources

    1. Reading newspaper
    2. Using employment agency
    3. Using state employment services
    4. Advertisements
    5. Reading bulletin boards (e.g., - - guidance office, placement office)

B. Job Applications

  1. Oral and written knowledge of personal statistics (e.g., name address, birthdate, experience, references and any other pertinent information.

C. Interview Techniques

  1. Appearance
  2. Demeanor
  3. Ability to make inquiries about:

    a. salary
    b. training
    c. advancement
    d. hours
    e. experience
    f. requirements of position

III. Social Responsibilities

A. Proper attire for a job

  1. neat
  2. clean
  3. appropriate

B. Work habits

  1. concern for safety
  2. punctuality
  3. honesty
  4. dependability
  5. responsibility

C. Adhere to time schedules

D. Socialization

  1. adjustment to co-workers
  2. peer communication
  3. relationship with supervisory personnel

IV. Communication Skills

A. Functional verbal skills
B. Functional reading skills
C. Functional writing skills
D. Comprehension of visual and/or auditory stimuli and cues

V. Money Management Skills

  A. Banking

    1. Opening an account
    2. Understanding deposit and withdrawal procedures
    3. Understanding of various types of bank accounts

  B. Telephone

    1. appropriate speaking voice
    2. knowledge of proper number sequence on dial
    3. telephone etiquette

  C. Budgeting

    1. utilities
    2. rent
    3. revolving charge/installment buying
    4. essential needs
    5. recreational desires

VI. Modes and Implications of Transportation

  A. Auto

    1. ownership

      a. installment payments
      b. principal and interest
      c. cost of operation
      d. insurance
      e. upkeep
      f. depreciation

    2. Driver's License

      a. physical requirement
      b. training
      c. procurement of license

  B. Motorcycle or bicycle licenses

  C. Public Transportation

    1. schedule
    2. tickets
    3. transfer cost

D. Concept of map

1. from home to job
2. floor/plant plan relative to job

VII. Business Knowledges

A. Banking

1. opening an account
2. deposit and withdrawal slips

B. Telephone

1. speaking voice
2. number sequence

C. Want Ads - Job Information

1. name of job (names)
2. wages and fringe benefits
3. qualifications needed
4. location and employer's name
5. time and place to apply
6. type of application

   a. personal
   b. telephone
   c. written
   d. recommendations

D. Budgeting

1. rent
2. installment paying
3. food
4. clothing
5. recreation

VIII. Independence

A. Moving closer to job

1. new living facilities
2. rent/utilities
3. accessibility to services

Module II

ASSESSMENT, COMMUNITY AND CAREER RESOURCES

Unit III: CAREER DEVELOPMENT

HANDOUTS: HO-14 – HO-17

CONDUCTING AN INDUSTRIAL SURVEY

1. Obtain listings of businesses and industry within your area. These lists can be obtained from such sources as the Chamber of Commerce, your County Career Coordinator and his/her Private Industry Committee's. Your local public or county library has listings available such as the National Business Lists. Your local Rotary Club Chapter is also helpful to contact.

2. Design a survey form to utilize which requests all the information you desire. Try to keep it simple to encourage responses. A sample will be discussed. Draw up a cover letter explaining your purpose.

3. When responses are received - - organize them based upon the jobs available - - under cluster areas.

4. Contact each business or industry who replied. Identify yourself. Thank them for their willingness to participate in your program. Verify the information contained in the questionnaire. Answer any questions that they might have. provide a contact for them.

5. Depending upon the answers in the response the business/industry can be utilized K-12 for awareness, exploration or preparation. If various teachers utilize your resource file - - ask them to follow-up with an evaluation.

6. Update the file yearly.

SAMPLE FORMAT FOR BUSINESS/INDUSTRY SURVEY

Company ______________________________ Cluster Area

Address ________________________

Phone ________________________

Nos. of Employees.

1. Types of Jobs at Facility

Types of Jobs at Facility	Special Training Required Yes	Special Training Required No
________________________________	_______	_______
________________________________	_______	_______
________________________________	_______	_______
________________________________	_______	_______
________________________________	_______	_______

2. Are field trips available? Yes_____ No_____

Day(s) M_____ T_____ W_____ Th_____ F_____ Sat_____ Sun_____

Preferred Time__________________

3. Are any informational or training materials available regarding occupations presented or the company product?

Yes________ No__________

If yes, please briefly describe:______________________________

____

4. Is a speaker available? Yes_______ No________

If yes, please list possible topics:__________________________

____

5. Would you be willing to participate in the Cooperative Industrial Education (CIE) Program or Cooperative Office Education Program (COE)?

   If yes, please list possible topics:____________________

   ____

6. Are any additional services or materials available?

   ____

   ____

7. Do you hire students in part-time positions or in a summer jobs program?

MORRIS COUNTY VOCATIONAL-TECHNICAL SCHOOL
DEPARTMENT OF SPECIAL NEEDS

MATRIX OF CORE PROFICIENCIES INHERENT TO VOCATIONAL PROGRAM OFFERING

Vocational Proficiencies

Given the necessary tools, equipment, prerequisite knowledge, and instruction, the student will demonstrate mastery of the following proficiencies as measured by performance and evaluative testing during both the Pre-Vocational Assessment and the Employment Orientation phase of each individual vocational course:

Academic Concepts and Skills

1. Demonstration of basic functional knowledge based upon prior experience to include:

    A. Size
    B. Color
    C. Weight
    D. Shape
    E. Texture
    F. Motion

2. Knowledge of essential personal and general information to include:

    A. Address
    B. Telephone
    C. Family Names
    D. Family's Occupations
    E. School
    F. Age/Birthdate
    G. Grade

3. Knowledge of use of reference materials for information to include:

    A. Telephone Directory
    B. Catalogs
    C. Resource Files
    D. Bus/train schedules
    E. Dictionary
    F. Recipes

4. Knowledge of transportation options to include:
    - A. Bus/Train schedule
    - B. Time as applied to transportation
5. Knowledge of consumer education to include:
    - A. Ability to read labels
    - B. Ability to comparison buy
6. Knowledge of alphabetical order:
    - A. First letter
    - B. To third letter
7. Knowledge of basic number facts and concepts to include:
    - A. Read, discriminate and copy numbers
    - B. Count to 100
    - C. Addition and subtraction of number facts to 100
    - D. Multiplication and division of number facts to 100
    - E. Knowledge of fractional equivalencies (e.g. 2/4 = 1/2)
    - F. Knowledge of concepts of 1/2, 1/3, 1/4, 1/8, & 1/16
    - G. Knowledge of liquid measurement (pint, qt., gal,)
    - H. Knowledge of linear measurement to 1/16"
    - I. Knowledge of metric measurement (to millimeter)
    - J. Ability to tell time (hr, half-hr, minute, second)
    - K. Knowledge of unit of temperature
    - L. Knowledge of concept of 5¢, 10¢, 25¢, 50¢,$1, $5, $10
    - M. Ability to make change up to $10.00
    - N. Ability to count by 10s
    - O. Ability to count by 5s
8. Knowledge of basic vocabulary and comprehension skills to include:
    - A. Functional sight work vocabulary of words
    - B. Identification and knowledge of safety and caution signs
    - C. Ability to follow and understand oral directions (up to 3 in sequence)
    - D. Ability to follow and understand oral directions (up to 5 in sequence)
    - E. Ability to interpret maps, diagrams and plans
    - F. Reading skills to 2nd grade level (dependent upon
    - G. Reading skills to 6th grade level (vocational program)
    - H. Ability to copy notes, charts or diagrams from the board
    - I. Ability to take notes

Physical Abilities and Skills

1. Demonstrate fine-motor coordination
    - A. Make precise movement
    - B. Move fingers to manipulate objects
    - C. Have lateral movement established
    - D. Have dominance established

2. Demonstrate eye-hand coordination

3. Demonstrate gross-motor coordination
    - A. Ability to maintain body equilibrium
    - B. Ability to ascend and descent stairs
    - C. Ability to ascend and descend ladders, ramps, etc.
    - D. Has established lateral movement
    - E. Ability to kneel
    - F. Ability to bend (from knees, waist)

4. Demonstrate acceptable classroom levels of vision and hearing to include areas of:
    - A. Acuity
    - B. Depth/Tonal Equalities
    - C. Perception: Long and short term memory
      Discrimination
      Sequencing
    - D. Processing symbols, whether oral or written

5. Demonstrate adequate strength for specific vocational program:

Career Awareness

*Attitudes

1. Demonstration of attitudes necessary for satisfactory completion of instructional tasks to include:
    - A. A genuine interest in becoming vocationally trained
    - B. Maturity
    - C. An understanding of realistic vocational goals
    - D. Responsibility & dependability
    - E. Pride in him/herself
    - F. Confidence in him/herself
    - G. An awareness of the importance of safety
    - H. Cooperation
    - I. Effort in completing tasks to his/her best ability

J. An acceptance of criticism
K. An acceptance of authority/supervision
L. Appropriate reactions to pressure
M. A desire to work successfully with co-workers
N. Perseverance
O. Adequate verbalization related to discussion of him/herself
P. A positive self-image
Q. Sincere enthusiasm concerning future
R. An overall friendly attitude toward others
S. An overall courteous attitude toward others
T. Adequate frustration tolerance
U. An acceptance of his/her handicap
V. Initiative
W. Honesty
X. Knowledge & acceptance of his/her capabilities & limitations

Occupational Exploration

1. Acquisition of a familiarity with a variety of career clusters

2. Exploration of the types of jobs found in each cluster

3. Recognition of the relationship between personal interests and success in each specific occupational area

4. Knowledge of the steps necessary immediately following high school to gain entry into a chosen career

5. Knowledge of the steps necessary and available opportunities to enter post-secondary training programs to include

   A. On-the-job training
   B. Apprenticeships
   C. Armed Services related occupations and training programs
   D. Technical Institutes
   E. 2-4 year college programs

6. Acquisition of skills necessary for job-entry or post-secondary training

7. Demonstration of knowledge of job-hunting skills to include:

   A. Utilization of job sources - - newspaper
      employment agency
      advertisements
      reading bulletin boards

   B. Abilities to fill out job application to include: Knowledge of: personal statistics and other pertinent information

   C. Knowledge of interview strategies and techniques to include the ability to:
      - - make inquiries about salary, training, advancement, hours, experience and requirements of position
      - - proper attire for job

8. Demonstration of the ability to find and take advantage of work and educational experiences as related to the chosen occupation

9. Demonstration of knowledge of social responsibilities of a career or job

   A. Proper attire
   B. Dependability
   C. Responsibility
   D. Adherence to time schedules
   E. Adjustment to co-workers
   F. Peer Communication
   G. Relationships with supervisory personnel

Developed by:

Maryanne E. Regan
Learning Consultant
October, 1981

Module II
Unit III
HO-17

SUMMARY ACTIVITY

UTILIZATION

POTENTIAL RESOURCES FOR A VOCATIONAL-SPECIAL NEEDS PROGRAM

VOCATIONAL PROGRAMS AVAILABLE

______ Full-Time Vocational School (AVTS)
______ Share-Time Vocational School (AVTS)
______ Sheltered Workshop
______ Comprehensive High School

HIGH SCHOOL COURSE OFFERINGS PROVIDING PRE-VOCATIONAL AND SOME VOCATIONAL SKILL DEVELOPMENT AS WELL AS CAREER EDUCATION

Inclusion of Special Needs
Students through:

______ Basic Skills Courses
______ Industrial Arts
______ Fine Arts
______ Home Economics
______ Business
______ Social Studies
______ Science
______ Guidance Services
Such as Career Resource Centers

______ Career Ed Infusion
______ Cooperative Teaching
______ Team Teaching
______ Mainstream Placements
______ Use of Facilities

SCHOOL RESOURCE PERSONNEL AVAILABLE

______ Psychologist
______ Social Worker
______ LDT-C
______ School Nurse
______ School Physician
______ Special Education
______ Resource Room Teachers
______ CIE Coordinator
______ ESL or Blind Instructor
______ Itinerate Teacher-Visually Handicapped & Auditorily Handicapped
______ Reading Specialist
______ Speech Therapist

______ Industrial Arts Teacher
______ Fine Arts Teachers
______ Home Economics Teachers
______ Business Teachers
______ Social Studies Teacher
______ Science Teachers
______ Science Teacher
______ Guidance Counselor
______ Vocational Teacher
______ Pre-Vocational Evaluator
______ Teacher Aide
______ Basic Academic Instructors
______ Work Experience Coordinator

Module II

ASSESSMENT, COMMUNITY AND CAREER RESOURCES

Unit II: COMMUNITY RESOURCES/ SUPPORT AGENCIES/RELATED SERVICES

TRANSPARENCIES: T-1 – T-7

VOCATIONAL EDUCATION ACT, P.L. 94-482, TITLE II

- TO FAMILIARIZE ELEMENTARY AND SECONDARY SCHOOL STUDENTS WITH THE BROAD RANGE OF OCCUPATIONS FOR WHICH SPECIAL SKILLS ARE REQUIRED AND THE REQUISITES FOR CAREERS IN SUCH OCCUPATIONS.
- TO PROVIDE EDUCATIONAL EXPERIENCES THROUGH WORK DURING THE SCHOOL YEAR OR IN THE SUMMER.
- TO PROVIDE FOR INTENSIVE OCCUPATIONAL GUIDANCE AND COUNSELING DURING THE LAST YEARS OF SCHOOL AND FOR INITIAL JOB PLACEMENT.

EDUCATION AMENDMENTS OF 1974
P.L. 93-380, SECTION 406, CAREER EDUCATION

A. IT IS THE INTENT OF CONGRESS TO:

1. PREPARE STUDENTS FOR EMPLOYMENT AND FULL PARTICIPATION IN SOCIETY.
2. MEET THE NEEDS OF HANDICAPPED AND EDUCATIONALLY DISADVANTAGED STUDENTS.
3. PROVIDE STUDENTS WITH A WIDE VARIETY OF CAREER EDUCATION OPTIONS.

P.L. 94-142

1. SECTION 56330. ANY LOCAL COMPREHENSIVE PLAN SUBMITTED UNDER THIS CHAPTER SHALL:

   SUBSECTION g:

   DESCRIBE PROVISIONS FOR A COMPREHENSIVE PROGRAM FOR INDIVIDUALIZED CAREER AND VOCATIONAL DEVELOPMENT, WITH EMPHASIS ON VOCATIONAL TRAINING AT THE SECONDARY LEVEL.

2. SECTION 121 a 323

   (E) THE WRITTEN INDIVIDUALIZED EDUCATION PROGRAM FOR AN INDIVIDUAL SHALL INCLUDE...

   (c) ANY SPECIAL INSTRUCTIONAL MEDIA AND MATERIALS WHICH ARE NEEDED.

   (e) THE CAREER AND VOCATIONAL EDUCATION PROGRAM IN WHICH THE PUPIL MAY PARTICIPATE.

CAREER EDUCATION

THREE MAIN PHASES.

1. CAREER AWARENESS

   FAMILIARIZING STUDENTS WITH ALL KINDS OF CAREERS AND RECOGNIZING THE LEVELS CONTAINED IN EACH. (E.G. TECHNOLOGY FOR CHILDREN - T4C)

2. CAREER EXPLORATION

   EXPLORATION OF THE WORLD OF WORK WITH SIMULATED AND HANDS-ON EXPERIENCES

   EXPLORATION OF WORK VALUES AND PERSONAL VALUES TOWARD GOAL OF ESTABLISHING ONE'S OWN REALISTIC CAREER GOALS.

3. CAREER PREPARATION

   SIMULATION OF ACTIVITIES AND REAL OCCUPATIONAL EXPERIENCE TO HELP INDIVIDUALS DEVELOP THEIR CAREER OPTIONS.

   PREPARATION TO INCLUDE VOCATIONAL SCHOOLS, TECHNICAL INSTITUTES, TWO OR FOUR YEAR COLLEGE PROGRAMS, ARMED SERVICES, APPRENTICESHIP PROGRAMS.

* SOME BASIC CONCEPTS OF CAREER EDUCATION

* ADAPTED FROM THE BOOKLET CAREER EDUCATION, A HANDBOOK FOR IMPLEMENTATION, SIDNEY P. MARLAND, JR. (U.S. OFFICE OF EDUCATION)

1. INSTRUCTION SHOULD INCLUDE "HANDS-ON OCCUPATIONAL EXPERIENCES."

2. CAREER PREPARATION WILL BE RECOGNIZED AS THE MUTUAL INTERACTION OF WORK ATTITUDES, HUMAN RELATIONS SKILLS, ORIENTATION TO THE NATURE OF THE WORKADAY WORLD, EXPOSURE TO ALTERNATIVE CAREER CHOICES AND THE ACQUISITION OF ACTUAL JOB SKILLS.

3. LEARNING WILL TAKE PLACE, NOT ONLY IN THE CLASSROOM BUT IN THE HOME, COMMUNITY AND IN JOB SITES.

4. CAREER EDUCATION'S HORIZON'S WILL EXTEND FROM THE "WOMB TO THE TOMB."

5. CAREER EDUCATION SHOULD BE "INFUSED" THROUGHOUT THE ENTIRE SCHOOL CURRICULUM, NOT ISOLATED.

6. SUCCESSFUL ENTRY INTO THE WORLD OF WORK SHALL BE THE KEY TEACHING OBJECTIVE.

FIFTEEN OCCUPATIONAL CLUSTERS

* AGRI-BUSINESS AND NATURAL RESOURCES

* BUSINESS AND OFFICE COMMUNICATION AND MEDIA

* CONSUMER AND HOMEMAKING EDUCATION

* CONSTRUCTION
ENVIRONMENT
FINE ARTS AND HUMANITIES

* HEALTH

* HOSPITALITY AND RECREATION

* MANUFACTURING
MARINE SCIENCE

* MARKETING & DISTRIBUTION
PERSONAL SERVICES

* TRANSPORTATION OCCUPATIONS

* INDICATES CLUSTER AREAS MOST OFTEN FOUND REPRESENTED IN VOCATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS PROGRAMS.

COMMON SUBCLUSTER COMPETENCIES

SUBCLUSTER Auto Mechanics (helper)

IDENTIFIED JOB TITLES

INSTRUCTIONAL TASKS	Tune-up mechanic	Tire repairman	Front end mechanic	Brakeman auto	Transmission mechanic	Auto service mechanic	Used car renovator	Auto accessories installer	Muffler Installer	New car get ready man	Auto Service Sta. Attend.
Ability to do minor tune up	x	o	o	o	x	x	x	x	o	x	o
Replace & service distributor	x	o	o	o	x	x	x	o	o	x	o
Replace coil	x	o	o	o	o	x	x	o	o	x	o
Service cooling system	o	o	o	o	o	x	x	o	o	x	x
Replace water pump	o	o	o	o	o	x	x	o	o	o	o
Service fan belts	x	o	o	o	o	x	x	o	o	x	x
Replace carburetor	x	o	o	o	x	x	x	o	o	x	x
Test & replace voltage regulator	x	o	o	o	o	x	x	o	o	x	o
Replace generator	x	O	O	O	O	x	x	o	o	x	o
Replace & service brakes	o	o	x	x	o	x	x	o	o	o	o
Replace shock absorbers	o	o	x	o	o	x	x	o	o	o	o
Replace tie rod-ends	o	o	x	o	o	x	x	o	o	o	o
Replace ball joints	o	o	x	o	o	x	o	o	o	o	o
Ability to add oil	x	o	o	o	x	x	x	o	o	x	x
Know how to lubricate moving parts	o	o	x	o	o	x	x	o	o	x	x
Know how to use grease gun	o	o	x	o	o	x	x	o	o	x	x
Replace parking lights	o	o	o	o	o	x	x	x	o	x	x
Replace head lights	o	o	o	o	o	x	x	x	o	x	x
Ability to complete credit card sales	x	x	x	x	x	x	o	o	x	o	x
Ability to service exhaust system	o	o	o	o	o	x	x	o	x	x	x
Ability to replace exhaust system	o	o	o	o	o	x	x	o	x	o	o

CAREER EDUCATION FOR SPECIAL NEEDS STUDENTS

CAREER AWARENESS	CAREER EXPLORATION
COMMUNITY INVOLVEMENT	INDUSTRIAL ARTS
INDUSTRIAL INVOLVEMENT	BASIC SKILLS INSTRUCTION
HOME ECONOMICS	SPECIAL SKILLS SELF AWARENESS
COOPERATIVE EDUCATION	BUSINESS EDUCATION
INDUSTRIAL ARRANGEMENTS	FINE ARTS

VOCATIONAL SPECIALIZATION

CAREER PREPARATION

Module II

ASSESSMENT, COMMUNITY AND CAREER RESOURCES

APPENDICES A-J

APPENDIX A

VOCATIONAL BEHAVIORAL CHECKLIST

VOCATIONAL BEHAVIORAL CHECKLISTS

Richard T. Walls
Thomas J. Werner

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ABSTRACT. Thirty-nine behavior checklists containing items (behavior descriptions) related to pre-vocational, vocational, occupational, and work behaviors were reviewed, categorized, and evaluated. The items were counted and categorized into eight subclasses of vocational behavior; prevocational skills, job-seeking skills, interview skills, job-related skills, union-financial-security skills, work performance skills, on-the-job social skills, and specific-job skills. Checklists were classified according to objectivity (degree of behavioral specificity), scope (number of items per subclass), observation setting, and prescriptive-descriptive nature. Strategies for selecting and utilizing vocational behavior checklists to facilitate training and assessment are discussed.

In many types of training programs there is a need for frequent assessment of client, student, or trainee skills in vocational or occupational areas.

Apart from casual or anecdotal observation, there have been two major types of formal observation tools: rating scales and behavior checklists. The primary emphasis of this report is direct observation of behaviors as represented by behavior checklists.

In an attempt to determine the number of behavior checklists available and in use, an advertisement was placed in several periodicals requesting, "...behavior checklists used in tabulating behaviors or skills" of various populations. The same request was sent to 883 state schools and rehabilitation facilities.

More than 200 checklists were received; they varied greatly in the extent to which they represented carefully specified and observable behaviors and in item formats and scoring requirements. Classes such as the following were represented: eating, toileting, dressing, health, grooming, communication, mobility, dexterity, vocational, recreational, socialization, orientation, motor skills, self-help, daily living, independence, alcohol and drug use, household responsibility, and work habits.

"Vocational Behavior checklists", Richard T. Walls, Thomas J. Werner, Mental Retardation, Vol. 15, No.4, August 1977, @ 1977 American Association on Mental Deficiency.

Each of these classes included behaviors representative of that class. Details of 157 of them are reviewed in an annotated bibliography (Walls, Werner, Bacon, Zane, 1977).

As part of the continuing analysis of independent living skills and vocational behaviors, the authors reviewed and evaluated all items related to the assessment of vocational behavior. The goal was a comprehensive reference guide to the selection of vocational behavior checklists. While the same class was sometimes labeled "prevocational," "occupational," "job," or "work" behaviors, any items representing behaviors associated with employment are considered herein as "vocational."

Vocational items from each of 39 checklists were counted and sorted into eight subclasses. Descriptions of these subclasses and representative items follow.

Prevocational skills include verbal behaviors related to job definitions, the client's job interests and job skills, as well as various prework skills. Item examples are (a) names jobs he could hold related to his own skills; (b) matches items by size; (c) names necessary tools required for specific jobs.

Job-Seeking Skills include searching skills leading to a job interview. Item examples are (a) reads newspaper to locate jobs or training; (b) fills out job applications; (c) determines job opportunities in the community.

Interview Skills include behaviors required during initial contacts with a potential employer. Item examples are (a) wears clothing suitable for the occasion; (b) gets to the appointment on time; (c) answers all questions.

Job-Related Skills include essential job behaviors that are not related to production, but rather to transportation to and from the job, work clothes, meals on the job, and orientation to work area. Item examples are (a) travels to and from work; (b) pays for lunches and transportation, making correct change, if required; (c) goes to each area in center when requested without getting lost or retracing his steps or entering 'off limits areas.

Union-Financial-Security Skills include all behaviors related to job and financial security. Item examples are (a) calculates wages for hours worked minus approximate deductions; (b) works out a simple budget and budgets paycheck; (c) knows the function of union picketing.

Work Performance Skills include the primary production and performance characteristics such as punctuality, tool and work station maintenance, work rate, evaluation of own performance, persistence, work quality, and safety. Item examples are (a) follows instructions when job involves three or more specific tasks; (b) assembles materials needed on which to work;

(c) begins work and continues for thirty minutes.

On-the-Job Social Skills include the primary production and performance characteristics such as punctuality, tool and work station maintenance, work rate, evaluation or won performance, persistence, work quality, and safety. Item examples are (a) interacts with others during breaks or lunch; (b) offers assistance when someone he is working with needs help; (c) works to improve from criticism.

Specific-Job Skills include information and behaviors related to particular occupations. Item examples based on "sales" behaviors are (a) stocks shelves; (b) cleans stock; (c) wraps packages.

As noted, 39 of the behavior checklists contain vocational items. They vary widely with respect to scope, objectivity, setting, and prescriptive-descriptive nature.

Scope connotes two dimensions, (a) total number of vocational items and (b) number of different sub-classes represented. Scope, as represented by number of items in each subclass, may be noted in Table 1. For example, the Behavioral Characteristics Progression and the Eastmont Training Center Checklist differ greatly with respect to scope. Although they both contain approximately the same total number of items (50 and 56 respectively), the distribution of those items among the eight subclasses is dissimilar. The Behavioral Characteristics Progression contains 3 items in Prevocational, 7 items in Job-Seeking, 2 items in Interview, 10 items in Job-Related, 10 items in Union-Financial-Security, 16 items in Work Performance, and 2 items in On-the-Job Social. In contrast, the Eastman Training Center Checklist contains 53 items in Prevocational and 3 items in Work Performance. To illustrate the other connotation of scope, the total number of vocational items for the Group Home Candidate Checklist is 254, but for the Track Profile only 9 items.

Objectivity is another important variable in the consideration of vocational checklists. The objectivity of these checklists is also represented in Table 1. "Objectivity" refers to how observable (i.e., behavioral) the checklists are. The checklists were evaluated independently by two trained reviewers. They assigned a value from 1 to 5 based on the following criteria: Rating 5 clearly specifies (a) observable behaviors, (b) standards of performance (rate or accuracy of response), and (c) conditions of performance (situation prior to response). Rating 4 indicates one of the above (a,b, or c) is poorly specified or omitted. Rating 2 indicates behaviors not observable (poorly defined but potentially specifiable), and the standards and conditions are poorly specified or omitted. Rating 1 indicates the items are so vague and general that specification would be difficult or impossible, and the standards and conditions are poorly specified or omitted. When a rating difference of not more than one point on the five point scale was

TABLE 1

VOCATIONAL BEHAVIOR CHECKLISTS[a] CLASSIFIED BY EIGHT SUBCLASSES, NUMBER OF ITEMS PER SUBCLASS, OBJECTIVITY,[b] SETTING,[c] AND PRESCRIPTIVE-DESCRIPTIVE NATURE[d]

		Subclasses															
	Prescr/Descr/Mar	Pre-vocational	Skills	Job-Seeking	Skills	Interview	Skills	Job-Related	Skills	Union, Financial	& Sec. Skills	Work Performance	Skills	On-The-Job	Social Skills	Specific-Job	Skills
Title		#	S	#	S	#	S	#	S	#	S	#	S	#	S	#	S
Objectivity Range 4.0 – 5.0																	
Behavioral Char. Pgrsn.	M	3	TC	7	B	2	B	10	OJ	10	OJ	16	OJ	2	OJ	0	
Colorado Mast. Guide	M	0		4	OJ	5	OJ	4	OJ	6	OJ	45	OJ	8	OJ	6	OJ
COMPET	P	61	TC	2	TC	2	TC	8	TC	8	TC	0		0		98	TC
Higginsville Beh Scale	D	0		1	OJ	0		5	OJ	5	B	18	OJ	1	OJ	0	
Job Seeking Skills Ref. Manual	P	0		2	TC	13	TC	0		0		0		0		0	
Minnesota Dev. Pgm Sys.	D	13	TC	0		0		2	B	0		4	B	0		0	
Nebraska Client Pgs.	M	0		0		1	OJ	2	OJ	3	OJ	17	OJ	1	OJ	0	
Washington Assessment & Tr. Scale	D	7	TC	0		0		0		0		17	B	1	TC	0	
Objectivity Range 3.0 – 3.9																	
Adult Sv. Eval. Form	D	14	TC	0		0		0		0		1	OJ	0		0	
Beh. Profile Eval. Booklet	D	11	TC	1	OJ	1	OJ	2	B	15	B	9	B	0		0	
Camelot Beh. Check.	M	15	TC	1	OJ	1	OJ	2	OJ	4	OJ	10	OJ	4	OJ	0	
Eastmont Tr. Ctr. Checklist	D	53	B	0		0		0		0		3	B	0		0	
Household Act. Eval.	D	113	B	0		0		0		0		0		0		0	
W. A. Howe Ctr. Check.	D	16	TC	0		1	B	5	B	1	B	6	B	4	B	0	
Mat. Development Ctr. Beh. Identification	D	4	B	0		0		2	TC	0		26	B	12	B	0	
Mid-Nebraska Compet. Emp.	P	45	TC	3	TC	9	B	4	TC	5	TC	50	TC	10	TC	0	
NYU Voc. Status Indicators (Draft)	D	0		17	OJ	15	OJ	0		24	OJ	45	OJ	18	OJ	0	
North Central Skill Eval.	D	5	TC	7	OJ	7	OJ	7	B	0		5	B	4	B	0	
Roadmap to Eff. Teach.	D	89	TC	0		0		0		0		0		0		0	
Track Profile	D	8	TC	0		0		0		0		1	OJ	0		0	
Vineland Soc. Maturity	D	14	TC	0		0		0		0		2	OJ	0		0	

TABLE 1 (continued)

		Subclasses															
	Presct/Descr/Mar	Pre-vocational	Skills	Job-Seeking	Skills	Interview	Skills	Job-Related	Skills	Union, Financial	& Sec. Skills	Work Performance	Skills	On-The-Job	Social Skills	Specific-Job	Skills
Title		#	S	#	S	#	S	#	S	#	S	#	S	#	S	#	S
Objectivity Range 2.0–2.9																	
Adaptive Funct. Index#	D	10	TC	0		0		4	B	0		45	B	22	B	0	
Adult Perform. Scale	D	64	TC	0		0		0	OJ	1	OJ	16	B	3	B	0	
Class. Code for House Act.	D	0		2	B	1	B	5	B	3	B	8	B	0		7	B
Craig Ctr. Prog. Rpt.	D	14	TC	0		0		2	TC	1	OJ	6	B	0		0	
Fairview Social	D	13	TC	0		0		4	TC	0		13	B	0		0	
Group Home Candidate Check.	D	96	TC	37	B	14	B	19	B	49	B	21	B	18	B	0	
Life Skills for DD	M	37	TC	0		0		0		0		8	TC	0		0	
Obs. & Client Eval. Guide	D	6	TC	0		0		4	B	0		56	B	56	B	0	
Scale of Employability	D	15	B	5	OJ	7	OJ	7	OJ	1	OJ	45	OJ	18	OJ	0	
Selinsgrove (mild)	D	0		0		0		1	OJ	0		14	OJ	3	OJ	0	
T.M.R. Perform. Profile	D	2	TC	0		0		2	B	1	TC	3	B	2	B	0	
Voc. Behaviors Scale	D	3	TC	1	TC	4	B	2	B	3	B	8	B	5	B	0	
Work Beh. Rating Scale	D	0		0		0		0		0		10	B	3	B	0	
Objectivity Range 1.0–1.9																	
AAMD Adapt. Beh. Scale	D	3	TC	0		0		0		0		9	B	0		0	
Comprehensive Eval. Form	D	32	TC	0		0		6	B	0		36	B	17	B	0	
Porterville Eval. Form	D	0		0		0		3	OJ	0		12	OJ	9	OJ	0	
Tech Counselor's Evaluation	D	82	TC	0		0		4	TC	0		20	TC	14	TC	0	
Vocational Training Evaluation	D	5	TC	0		0		1	OJ	0		8	B	6	OJ	0	

[a] Checklists are listed alphabetically within objectivity ranges. Full names and sources are listed under Reference Notes.

[b] 1.0 Least Objective; 5.0 Most Objective, as described earlier in the present article.

[c] OJ = On-the-Job (non-classroom setting).
TC = Training Class
B = Either setting *or* both OJ and TC items.

[d] P = Prescriptive.
D = Descriptive.
M = Marginally Prescriptive-Descriptive.

considered agreement, the agreement/agreement + disagreement index of interrater reliability was 0.974.

Objectivity also varies greatly among the vocational checklists. Items from the Colorado Master Planning Guide for Instructional Objectives specify (a) observable behaviors and (b) standards of performance. For example one item states, "Begins work at the beginning of the day and continues to work throughout the day, except for scheduled breaks." North Central Regional Center Skill Evaluation and Assessment items are behaviorally stated but do not include standards or conditions of performance; such an item is, "reads newspaper". Items that would not be readily specified objectively appear in the other scales. An example reads, "Enthusiasm towards work."

Specification of setting or place of observation is not usually included in a checklist or manual. Since items geared toward on-the-job settings may not be useful in prevocational or classroom training, (and vice versa), we have attempted to categorize items according to one of three settings (On-the-Job, Training Class, or Both). Some items illustrate an on-the-job-or non-classroom setting. For example, the Nebraska Competitive Employment Screening Test and Teaching Manual illustrates a training class setting. It states, "Sees advantages to outside employment." Some items might be observed either on-the-job or in a training class. As an illustration, the Adaptive Functioning Index #2 lists, "Works through small disruptions, e.g., phone rings, someone walks by." In table 1, on-the-job settings are coded as OJ: training class settings are denoted by TC. B indicates that behaviors in the subclass may be observed in either setting or that both OJ and TC items are included in that subclass.

The only other descriptor included in Table 1 is an indication of whether the checklist is prescriptive (P), descriptive (D), or marginally prescriptive-descriptive (M). In a descriptive checklist, definition of an individual's current skill repertoire is the central concern. If a client "assembles two-part objects that fit together in a simple but secure way" (as indicated on the Minnesota Developmental Programming System that action is known to exist in the client's vocational repertoire. If the client cannot perform the task, remedial training may be implied, but the training procedures are not specified. A prescriptive checklist goes further by describing the means for training the skill deficit. To illustrate, the COMPET (Commonwealth Plan for Education and Training of Mentally Retarded Children) not only describes whether the individual, "names necessary tools required for specific jobs," but then prescribes procedures for training the skill. It suggests that the trainer should "bring tools into classroom and discuss domestic and vocational use of each; provide practice in actual use." Marginally prescriptive-descriptive refers to checklists that are extensively sequenced and suggest training, but do not specify explicit prescription. Only three were determined to be prescriptive, five were marginally prescriptive-descriptive and the remainder were descriptive (see Table 1).

The vocational checklist characteristics presented (scope, objectivity, setting, and prescriptive-descriptive nature) must be considered in relation to the needs of the checklist user. Different situations, facilities, training programs, and staffing patterns dictate different weightings among the characteristics. By any analysis, objectivity and scope are prime considerations. Ideally, both high objectivity and wide scope would be present in a given checklist. Unfortunately, no vocational behavior checklists reviewed fully meet these requirements.

One strategy might be to select subclasses from the higher objectivity checklists. If a sufficient number of items are not available in those subclasses of that checklist, then the user might broaden scope by selecting items from less objective checklists. For example, if clients in a training program need Job-Seeking Skills, trainers could begin by examining the seven items from the Behavioral Characteristics Progression (see Table 1). If a greater variety of Job-seeking behaviors is required, the trainers could then refer to the 37 items of the Group Home Candidate Checklist. Although these latter items are less objective, they provide increased scope.

The current state of vocational checklisting demands consideration of a trade-off between scope and objectivity. This trade-off is one of relative merits. Objectivity is crucial if reliable observation of behaviors is to occur. But a subclass with only two items. however objective, may be of little value in a comprehensive training effort.

Vocational behavior checklists are not training programs. The prime reason for use of checklists is careful assessment of individual competencies. They provide direction and may serve as either foundations for new training programs or adjuncts to revision of existing ones. First and foremost, they are behavior description and curriculum planning tools. Their potential usefulness will depend on an interaction of several factors (type of training program, clients' initial vocational behavior repertoire, training setting, scope and objectivity of the checklist used, and the capability of the checklist to provide prescription).

In the final analysis, the best measure of training program effectiveness is client progress in the acquisition of vocationally relevant skills. Careful specification and reliable observation of those relevant skills is central to effective training. Vocational behavior checklists are intended to be tools in that process.

Checklist References

All behavior checklist cited herein are listed in alphabetical order by checklist title to facilitate location. The authors are listed in parentheses following the title. The source from which we obtained the checklist is then noted.

AAMD Adaptive Behavior Scale (1974 revision). American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, DC 20015.

Adaptive Functioning Index #2. (Marlett). The Vocational and Rehabilitation Research Institute, 3304 33rd St., N.W., Calgary 44, Alberta, Canada.

Adult Performance Scale. Michael R, Dillon, Superintendent, Connecticut State Dept. of Health, Central Connecticut Regional Center, Box 853, Meriden, CT 06450.

Adult Service Treatment Team Resident Evaluation Form. John Campfield, Syracuse State School, P.O. Box 1035, Syracuse, NY 13201.

Behavioral Characteristics Progression. VORT Corporation, P.O. Box 11132, Palo Alto, CA 94306.

Behavior Profile Evaluation Booklet. Anna State Hospital, Developmental Disabilities Division, Anna IL 62606.

Camelot Behavioral Checklist. (Foster). Camelot Behavioral Systems, P.O. Box 607, Parsons, KS 67357.

Classification Code for Household Activities. (Chapin). In Human Activity Patterns in the City by F. Stuart Chapin, Jr. Wiley-Interscience, John Wiley & Sons, 605 Third Avenue, New York, NY 10016.

Colorado Master Planning Guide for Instructional Objectives. (DD Master Planning Committee). Division of Developmental Disabilities, 4150 South Lowell, Denver, CO 80236.

COMPET: Commonwealth Plan for Education and Training of Mentally Retarded Children. (PA Departments of Education and Public Welfare). Department of Education, Box 911, Harrisburg, PA. 17121.

Comprehensive Evaluation Form. William R. Phelps, West Virginia Rehabilitation Center, Institute, WV 25112.

Craig Developmental Center Educational Progress Report. Craig Developmental Center, Sonyea, NY 14556.

Eastmont Training Center Checklists. Eastmont Training Center, Little Street, Glendive, MT 59330.

Fairview Social Skills Scale. (Giampicolo). Research Department, Fairview State Hospital, 2501 Harbor Blvd., Costa Mesa, CA 92626.

Group Home Candidate Checklist. (Turnbull). Ann P. Turnbull, Dept. of Special Education, university of North Carolina, Chapel Hill, NC 27514.

Higginsville State School and Hospital Behavioral Scale. Higginsville State School and Hospital, P.O. Box 522, Higginsville, MO 64037.

Household Activities Performance Evaluation. (Phelps). William R. Phelps, Disabled Homemaker Program, Division of Vocational Rehabilitation, Charleston, WV 25303.

W.A. Howe Development Center Behavioral Checklist. R. J. Van Dyke, W. A. Howe Developmental Center, 7600 W. 183rd Street, Tinley Park, IL 60477.

Job Seeking Skills Reference Manual, (Prazak, Walter). Multi Resource Centers, Inc., 1900 Chicago Avenue, Minneapolis, MN 55404.

Life Skills for the Developmentally Disabled (Vol. III: Manual for Training Clients). Geneva Folsom, the George Washington University, Div. of Rehab. Medicine, 2300 Eye Street, N.W., Washington, DC 20037.

Materials Development Center Behavior Identification Form: MDC. Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin-Stout, Menomonie, WI 54751.

Mid-Nebraska Competitive Employment Screening Test and Teaching Manual. (Schalock). Robert L. Schalock, Mid-Nebraska Mental Retardation Services, 518 East Side Blvd., Hansings, NE 68901

Minnesota Developmental Programming System. (Bock, Hawkins, Jeyachandran, Tapper, Weatherman). Warren H. Bock. Outreach Training Program, 301 Health Service Bldg., St. Paul, MN 55108.

Nebraska Client Progress System. Special Education Section, Department of Education, Lincoln, NE 68508.

NYU Vocational Status Indicators (Experimental Draft). Margaret Brown, Rehabilitation Indicators Project, N.Y.U. Medical Center, Institute of Rehabilitation Medicine, 400 East 34th Street New York, NY 10016.

North Central Regional Center Skill Evaluation and Assessment. North Central Regional Center, 73 Rockwell Avenue, Bloomfield, CT 06002.

Observation and Client Evaluation Guide. Research utilization Laboratory, Jewish Vocational Service 1 South Franklin St., Chicago, IL 60606.

Porterville State Hospital Work Evaluation Form. Porterville State Hospital, P.O Box 2000, Porterville, CA 93257.

Roadmap to Effective Teaching. Monterey County Office of Education, Special Education Department, P.O. Box 851, Salinas, CA 93257.

Scale of Employability. (Original version). Research Utilization Laboratory, Jewish Vocational Service, 1 South Franklin St., Chicago, IL 60606.

Selinsgrove State School and Hospital Resident Rating Scale for Mildly Retarded. Selinsgrove State School and Hospital, Selinsgrove, PS 17870.

T.M.R. Performance Profile for the Severely and Moderately Retarded. (DiNola, Kaminsky, Sternfeld). Educational Performance Associates, 563 Westview Avenue, Ridgefield, NJ 07657.

Technical Counselor's Evaluation Form. William R. Phelps, West Virginia Rehabilitation Center, Institute, WV 25112.

Track Profile. State of Oregon, Mental Health Division, Salem, OR 97310.

Vineland Social Maturity Scale. (Doll). American Guidance Service, Inc., Publishers Building, Circle Pines, MN 55014.

Vocational Behaviors Scale. (Krantz). Gordon Krantz, Ph.D. Dept. of Educational Administration, 225 Health Services Bldg., University of Minnesota, St. Paul, MN 55108.

Vocational Training Evaluation. Central Connecticut Regional Center, Undercliff Road, Box 853, Meriden, CT 06450.

Washington Assessment and Training Scales: WATS. Dr. Sandra Belcher, Fircrest School, 15230-15th Ave., N.E., Seattle, WA 93155.

Work Behavior Rating Scale. Exceptional Children's Foundation, 2225 West Adams Blvd., Los Angeles, CA 90018.

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APPENDIX B

COMPARISON OF THE JEVS, SINGER/GRAFLEX AND TOLVER WORK EVALUATION SYSTEM

Materials Developmental Center
Stout Vocational Rehabilitation Institute
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A Comparison of Commercial Vocational Education Systems

Reprint Series No. 5

Comparison of the JEVS, Singer/Graflex and Tower Work Evaluation System

Dr. Dennis J. Dunn
Associate Professor

December, 1971

Updated by PREP, Inc.
to include COATS Work Samples February, 1976

There are currently three relatively complete work evaluation systems available on the market. However, there is not any convention material available which compares all three systems. A paper by Rabucha* has compared the TOWER and JEVS Systems. To a person viewing each system, one at a time, it is obvious that each offers certain advantages, but also that each has disadvantages.

The purpose of this material is to present a reasonably objective comparison of the three systems. Manuals and related published materials for each system were reviewed for information about each system. Only the published materials were used in preparing this comparison. Consequently, it is possible that some details about system operation are not covered in published materials, but are covered in evaluator training in the use of the system. The exception to this would be the Singer/Graflex System which currently offers no training in its use. No attempt has been made to incorporate the experience or opinions of system users into this material.

It is suggested that this comparison of systems be used as a guide for potential purchasers so they can examine each system in terms of their particular needs. Potential purchasers should also make an effort to obtain the opinions and experience of facilities using the system prior to making a final decision.

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*Rubucha, W., Observed similarities between ICD's TOWER system of work evaluation and JEVS work sampling. Unpublished paper, Atlanta Evaluation and Employment service Enter, n.d.

SPECIAL NOTATION:

The preceding article was written to compare three types of work sample evaluation systems. As stated, PREP, Inc. has updated that report and has included COATS in the comparison that follows.

It is very important to remember that only one components of the COATS Program, WORK SAMPLES, is compared with JEVS, Singer/Graflex, and Tower. In addition to Work Samples, the COATS Program contains three other components: Job Matching, Employability Attitudes and Living Skills.

Also, the JEVS, Singer/Graflex and Tower provide only an assessment and analysis of the student. The COATS Program provides two other levels of information:

prescription - instruction

and

evaluation - placement

Following is a very brief description of the four components of the COATS Program:

LIVING SKILLS (LS) - Assesses the ability of an individual to function on a daily basis as he comes in contact with problems and decisions in the areas of consumer economics, health, government and law, community resources and occupations. The system measures use of the following skills: reading, writing, computing, speaking and listening, and problem solving.

WORK SAMPLES (WS) - Assess the vocational potential and aptitude of an individual prior to placement. The Work Samples: assess performance capabilities and general behavior relative to various job situations. They are derived from an analysis of jobs...Work Samples approximate the actual job environment. They deal with motions, mental functioning, performance, operations, materials and equipment. Work Samples are broadly representative of the major occupations employing our nation's labor force.

JOB MATCHING SYSTEM (JMS) - Provides a proven-reliable way to match human resources to training and job opportunities. The Job Matching System analyzes jobs...describes people in the same terms as jobs. The Job Matching System matches people to jobs...provides for learning and growth. The Job Matching System deals with an individual's Preferences, Experiences and Capabilities and is computer scored.

EMPLOYABILITY ATTITUDES (EA) - Assesses the attitudes individuals bring with them to a job interview and to an on-the-job situation. The system:

- Defines the range of employability attitude towards work
- Analyzes attitudes in 36 behavioral categories (13 job seeking and 23 in job-maintaining
- Based on actual job surveys dealing with employer's hiring, firing, and promoting decisions

As can be seen from the comparison chart, the COATS Work Samples provide a much greater and more comprehensive approach to work samples, while at the same time offering the three additional components to give the client a total Comprehensive Occupational Assessment and Training System (COATS).

MATERIALS DEVELOPMENT CENTER

THE DEPARTMENT OF REHABILITATION AND MANPOWER SERVICES
SCHOOL OF EDUCATION UNIVERSITY OF WISCONSIN-STOUT MENOMONIE, WISCONSIN (54751)

REPRINT SERIES NO. 5

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December, 1971

Updated by PREP, INC. to include COATS Work Samples February 26, 1976

	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
1. Development				
a. sponsor	a. Department of Labor	a. PREP, Inc.	a. Singer/Graflex	a. Voc. Rehab. Admin.
b. target group	b. Culturally different, disadvantaged	b. Junior High through Adult; Handicapped/Normal	b. not specified	b. Physically disabled
c. basis of system	c. Dictionary of Occupational Titles	c. Validated task skills common to families of jobs (Job Analysis); the original pool of task skills used to develop these work samples was the USOE funded Project CAREER data bank containing over 50,000 work related performance behaviors	c. not specified	c. job analysis

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
2. Organization				
a. number of work samples	a. 28	a. 10 (additional samples being developed on a scheduled basis)	a. 19	a. 110
b. grouping of samples	b. Grouped into ten Worker Trait Arrangements	b. Each sample represents a job family in a USOE career cluster; the job families were defined by a USOE research study conducted at Grayson Co. College in Texas; specific job families selected for work sample development had to represent a sizable number of workers and show a projected employment increase into the 1980's across the nation.	b. Each sample is independent	b. Grouped into 14 major areas of work
c. packaging of samples	c. Each sample is individually boxed	c. Each sample is self contained and individually packaged in a portable, stackable wooden case (can be used on any table or carrel)	c. Each sample is self-contained in carrel	c. Samples are not individually packaged
d. manual	d. Offset manual provides complete system details	d. Offset manual provides complete system details	d. Xerox manual; some system details not provided	d. Printed manual and related materials; some system details not provided

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
3. Work Evaluation Process				
a. preliminary screening	a. not required	a. not required	a. not required	a. emphasized for planning purposes
b. sequence of sampling	b. progressive; begins with simplest work samples and proceeds in order through battery	b. Choice of sample depends on client interest and/or evaluation plan	b. not specified	b. progressive within major areas; choice of areas depends upon client interest and/or evaluation plan
c. individual involvement	c. client contact with evaluator is minimized feedback on performance and behavior occurs at end of process	c. extensive involvement of client through ratings of interest and performance by client; evaluator contact is built in at regular intervals by evaluator ratings of performance and products; feedback occurs during the process and extensively at end of process	c. extensive involvement through ratings of interest and peformance by client; little provision for accurate feedback	c. not specified; little provision for client feedback
d. evaluation setting	d. stress realistic work atmosphere and setting	d. stress realist work atmosphere and setting	d. not specified	d. stress realistic work atmosphere and setting
e. time to complete entire system	e. approximately 2 weeks	e. 15 to 40 hours	e. not specified (est. - 2 weeks)	c. approximately 3 weeks

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
4. Administration				
a. procedures	a. procedures well indicated; including layout, materials needed etc.	a. procedures well indicated; including layout, materials needed, etc.	a. general procedures are indicated for system (see below for details)	a. procedures well indicated; purpose and materials stated
b. method of instruction giving	b. primarily verbal and demonstration; written instructions used only when they are a requirement in a job area	b. all instructions are given using programmed verbal (audio tape) instructions illustrated with a slide; written instructions are used only when they are a requirement in a job area	b. all instructions are given using verbal (tape) instructions, illustrated with a slide. Programmed A/V materials is occassionally supplemented with written material	b. primarily written instructions supplemented by evaluator explanation and demonstration when needed
c. repeating work samples	c. not recommended -- invalidates results	c. encouraged to demonstrate skills gain	c. not specified	c. encouraged for upgrading
d. providing assistance	d. requiring assistance after initial instruction period results in score change	d. evaluator encouraged to provide assistance necessary for client to complete the task; requiring assistance is reflected in performance ratings	d. evaluator encouraged to provide assistance necessary for client to complete the task	d. evaluator encouraged to ensure client knows how to do task before he begins work
5. Scoring and Norms				
a. timing	a. use of time clock by client required for each sample	a. client keeps track of time for evaluator	a. evaluator times client	a. timing necessary but not procedure established for who does timing

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
5. Scoring and Norms cont.				
f. quality norms cont.		f. being developed on a national basis, and for special populations via a USOE ESEA Title VI grant		
g. emphasis in scoring	g. time and quality given equal weight	g. emphasis is on quality of client performance and finished product	g. emphasis is on quality of finished product	g. emphasis is on quality of finished product
h. scoring schedule		h. the audio visual program directs the student to answer questions; it also directs the student to signal the evaluator for performance scoring; product scoring is done after the work sample is completed.		
6. Observation				
a. work performance	a. 25 work factors specified in performance of samples; each sample has factors listed	a. 5 major categories of on-the-job behaviors are specified for observation across all work samples	a. few work performance factors specified; none for individual samples	a. few work performance factors specified; none for individual samples

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
b. timing interval	b. time includes the giving of instructions for the work sample	b. time includes the programmed instructions for the work sample	b. time interval varies as specified for each sample in manual	b. time includes only amount of time necessary to complete work on the sample
c. time norms	o. rated on a 5-point scale; norms developed on 200 disadvantaged youth in Phila.	c. times are reported directly to student; ratings of time not considered important because work sampling is seen as a training/learning process; norms being developed on a national basis and for special populations through a USOE ESEA Title VI grant	c. rated on a 5-point scale; norms developed from "study of employment requirements" in Rochester, NY	c. rated on a 5-point scale; norms developed at ICD, but group not specified
d. error scoring	d. most samples use random check of items compared to scoring criteria provided	d. check all items against criteria provided	d. check all items against criteria provided	d. check all items against criteria provided
e. scoring aids	e. minimal use of scoring aids	e. some use of scoring aids; i.e. model forms, diagrams, etc. provided for visual comparisons	e. some use made of scoring aids	e. extensive use of transparent overlays
f. quality norms	f. rated on 5-point scale, based on US Govt. Mil. contract specification	f. rated on 4-point scale; criteria determined by job requirements; norm	f. rated on 5-point scale; norms developed in Roch., NY. (See 6 c)	f. rated on 5-point scale; norms developed at ICD

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
b. work behavior	b. work behaviors to be observed specified and defined	b. work behaviors to be observed are defined	b. work behaviors to be observed are defined	b. work behaviors not specifically defined
c. rating system	c. uses 3-point rating system for most performances and behaviors; points on scale clearly defined and illustrated	c. uses 6-point rating system; points on scale are clearly defined for individual performances and behaviors; and categories, work behaviors, and rating scale were developed from University of Wisconsin-Stout guidelines and suggestions	c. uses 5-point rating system; points on scale not clearly defined for individual performances and behaviors	c. uses 5-point rating system; points on scale not clearly defined for individual performances and behaviors
d. frequency of observation	d. extensive observations; recording for individual samples on specific factors with all performance and behavior recorded at least on a daily basis	d. frequent observation is suggested, space is provided for observations across all samples	d. frequent observation is suggested; space is provided for observations on each sample	d. frequent observations are not emphasized
7. Reporting				
a. forms	a. standard forms included for work sample recording; daily observation summary; feedback interview; final report	a. standard forms included for the client (Student Answer Sheet) for interest, difficulty, and performance rating; for the evaluator	a. standard forms included for interest rating; performance rating; work behavior rating; also includes picture interest test	a. standard forms included for attendance and punctuality; vocational evaluation report; performance summary

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
7. Reporting cont.				
a. forms (cont.)		a. (Instructor Rating Form) for rating task performance and products; Student Answer Sheet and Instructor Rating Forms are printed back to back on a seperate sheet of paper for each work sample; for work behavior rating (Behavior Observation Form)		
b. Final report format	b. standard format; includes ranking of performance on samples; recommended WTGA and rationale; extensive written comments on performance and behavior	b. standard computerized format supplied includes comparative data on work sample performance as rated by student and evaluator; difficulty; interest on a pre-post basis and other factors such as results on individual tasks within work samples. Also includes summaries of behavioral observation categories and learning	b. narrative recommended	b. primarily global ratings; personal contact with counselor recommended

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
7. Reporting cont. b. final report format - cont.		b. style. (See 8 e for explanation) A Student Handbook is provided to help the client interpret and attach meaning to his or her own results. A narrative discussion with the evaluator on a group or individual basis is recommended		
8. Utility a. vocational exploration	a. limited opportunity; samples tend to be abstract	a. extensive amount of occupational information provided to client; specific basic and intermediate level performance tasks can be prescribed for clients wishing to explore job families in different career clusters	a. extensive amount of occupational information provided to client	a. exposed to a variety of vocational areas
b. vocational recommendations	b. highly related to DOT; wide breadth of jobs; geared for both	b. approximately 100 jobs represented in job families of 10	b. limited range of jobs, only crudely related to DOT; primarily oriented	b. limited range of related jobs; not highly related to DOT; primarily
	CONTINUED NEXT PAGE.....	CONTINUED NEXT PAGE......	CONTINUED NEXT PAGE...	CONTINUED NEXT PAGE....

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
B. Utility (cont.)				
b. vocational recommendations (cont.)	b. training and job placement	b. work samples; jobs within each job family area closely related in the DOT; oriented to both training or job placement	b. to training	b. oriented to training
c. counselor utilization	c. oriented toward counselor	c. counselor involvement in process recommended but not necessary	c. not specified	c. counselor involvement in process recommended
d. research evidence	d. highly positive	d. highly positive; most soundly developed system available	d. none	d. research evidence is equivocal
e. learning styles recommendations		e. data is reported to the client on his or her most successful aptitudes for receiving information, mental strategies for processing information, and hands-on skills; this data can be used for structuring future learning situations for the client; categories used]are from Guildford's Structure of Intellect Model and the PREP Job Matching System] tasks included in the work sample were		

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	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
8. Utility (cont)				
e. learning styles recommendations		e. coded according to the SOI and JMS categories under a sub-contract to Boston College faculty.		
f. skill development recommendations		f. specific basic, intermediate and advanced level performance tasks can be prescribed for clients wishing to develop saleable skills within job families		
9. Training in System				
a. training required	a. yes	a. no	a. no	a. yes
b. training available	b. yes	b. yes	b. no	b. yes
c. duration	c. 2 weeks	c. 1 - 3 days	c. ------	c. 6 weeks
d. follow up	d. four technical assistance visits to assist with establishment of facility and maintenance of standardized procedures	d. technical assistance visits available to assist with establishment of facility and maintenance of standardized procedures	d. ------	d. no

	JEVS	COATS WORK SAMPLES	SINGER/GRAFLEX	TOWER
10. Current Status				
a. availability	a. available only to facilities approved by USTES	a. available through a national network of local dealers of PREP, Inc. materials	a. available through Singer/Graflex	a. available through ICD
b. approximate cost to set up system	b. $ 9,000.00	b. $8,000.00	b. $20,000.00	b. $9,000.00
c. future development	c. under active research by USTES; changes to be made based on empirical evidence	c. under active research and development; changes to be made based on empirical evidence, system purchasers to be involved in research activities	c. under active development system purchasers to be involved in research activities	c. no developmental or revision activities indicated

PREP RESEARCH REPORTS

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APPENDIX C

VOCATIONAL STUDENT ORGANIZATIONS

Employability Attitudes
Job Keeping Interpretation Profile

Name: ______________________________ Date: ______________

WHAT'S IMPORTANT TO EMPLOYERS

Over a hundred employers across a state described their recently hired, fired, and promoted workers in terms of the 36 attitudes on the Report Form.

Here's what the employers meant by each attitude. Find each one on the Report Form. Then, read its definition. Pay attention to the numbers in the IMP column for each attitude. Employers rated the importance of each attitude from 0 to 100 (0 = not at all important, 100=most important) to hiring, firing and promoting. The average importance to all employers is in this column.

JOB KEEPING ATTITUDES

14. INTEGRITY – Fair, loyal, honest and straightforward action.
15. REACTION TO MISTAKES – Accepting and learning from mistakes.
16. RATIONALITY – Sizing up situations and predicting the effect of your actions in them.
17. DISPOSITION – Showing a pleasant or unpleasant attitude toward life in general, work, supervisors, and co-workers.
18. DEPENDABILITY – Following or obeying rules, regulations, instructions, directions, duties and responsibilities.
19. TIME CONFORMITY – Conforming to a time schedule established by the employer.
20. CONCERN WITH DETAILS – The depth, thoroughness and completeness of work done.
21. RESPONSIBILITY – Efficiently handling materials, equipment, supplies, tools, etc.
22. PERSISTENCE – Sticking to a work activity until its completion.
23. ATTENTIVENESS – Paying attention to a work activity.
24. ORGANIZATION – Organizing and planning a work activity.
25. REACTION TO SUPERVISION – Reacting to having work judged, criticized or directed by others.
26. COOPERATION – Helping the work group to achieve its goals.
27. REACTION TO CO-WORKERS – Reacting to fellow workers.
28. COMMUNICATION – Accurately and clearly transmitting information to others.
29. SOCIAL JUDGEMENT – Acting in ways approved of by fellow workers.
30. DEPENDENCY – Seeking help from or relying on others to complete familiar work tasks.
31. LEADERSHIP – Influencing the work group to achieve its work goals in a predetermined way.
32. ASSERTIVENESS – Standing up for rights.
33. INITIATIVE – Acting on own, or before other workers, in a new situation.
34. ADAPTABILITY – Adjusting work activity to new situations.
35. ADVENTUROUSNESS – Seeking new knowledge, skills or relationships.
36. CREATIVITY – Coming up with new solutions to work problems or finding new ways of doing things.

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OVERALL RESULTS

The overall results show that ____ attitudes are as well developed as recently promoted workers in the categories of: (up to 5)

1. ______________ 2. ______________ 3. ______________ 4. ______________ 5. ______________

In addition, they are not as well developed and possibly approach the levels of recently fired workers in the areas of: (up to 5)

1. ______________ 2. ______________ 3. ______________ 4. ______________ 5. ______________

ATTITUDE CATEGORIES

PERSONAL FEELING
14. INTEGRITY
15. REACTION TO MISTAKES
16. RATIONALITY
17. DISPOSITION

DETAIL ORIENTATION
18. DEPENDABILITY
19. TIME CONFORMITY
20. CONCERN WITH DETAILS
21. RESPONSIBILITY
22. PERSISTENCE
23. ATTENTIVENESS

SOCIAL ORIENTATION
25. REACTION TO SUPERVISION
26. COOPERATION
27. REACTION TO CO-WORKERS
28. COMMUNICATION
29. SOCIAL JUDGEMENT
30. DEPENDENCY
31. LEADERSHIP
32. ASSERTIVENESS

CHANGE ORIENTATION
33. INITIATIVE
34. ADAPTABILITY
35. ADVENTUROUSNESS
36. CREATIVITY

DATA ORIENTATION
24. ORGANIZATION

LEVELS

1 2 3 4 5 6 7

DIRECTIONS:
F = Firing Level
P = Promotion Level
O = Individual's Level

In the first or top set of blanks, copy the numbers and names of attitudes where "O" is above the "P". Then, copy the numbers and names of attitudes where the "O" is on the "P".

In the second or bottom set of blanks, copy the numbers and names of all attitude categories where the "O" is on or below the "F".

SUMMARY OF NEEDS DATA

ATTITUDE CATEGORIES	IMP	YOUR %	EMP %	GAP	YOUR NEED	GROUP NEED
PERSONAL FEELING	62					
14. INTEGRITY	93					
15. REACTION TO MISTAKES	79					
16. RATIONALITY	78					
17. DISPOSITION	77					
DETAIL ORIENTATION	81					
18. DEPENDABILITY	88					
19. TIME CONFORMITY	84					
20. CONCERN WITH DETAILS	81					
21. RESPONSIBILITY	80					
22. PERSISTENCE	76					
23. ATTENTIVENESS	75					
SOCIAL ORIENTATION	63					
25. REACTION TO SUPVN	81					
26. COOPERATION	79					
27. REACTION TO CO-WKRS	70					
28. COMMUNICATION	68					
29. SOCIAL JUDGEMENT	63					
30. DEPENDENCY	61					
31. LEADERSHIP	46					
32. ASSERTIVENESS	36					
CHANGE ORIENTATION	50					
33. INITIATIVE	64					
34. ADAPTABILITY	58					
35. ADVENTUROUSNESS	45					
36. CREATIVITY	34					
DATA ORIENTATION	45					
24. ORGANIZATION	45					

DEFINITIONS:

YOUR % = How much of the time the individual acted on or above the average promotion level.

EMP % = How much of the time recently promoted employees acted on or above the average promotion level.

GAP = How many levels your level of attitude development is below recently promoted workers.

YOUR NEED* = GAP multiplied by the employer's importance rating for an attitude.

GROUP NEED* = The average GAP for the group multiplied by the employer's importance rating for an attitude.

*Both allow you to compare and select attitudes most in need of development.

DIRECTIONS. Find the 5 largest numbers in the YOUR NEED and GROUP NEED columns. Starting with the largest number, copy each number into the appropriate NEED INDEX blank from the top down. Then, write in the number and name of the attitudes.

INDIVIDUAL NEEDS

Attitude #/Name	Need Index
/	
/	
/	
/	

GROUP NEEDS

Attitude #/Name	Need Index
/	
/	
/	
/	

Profile

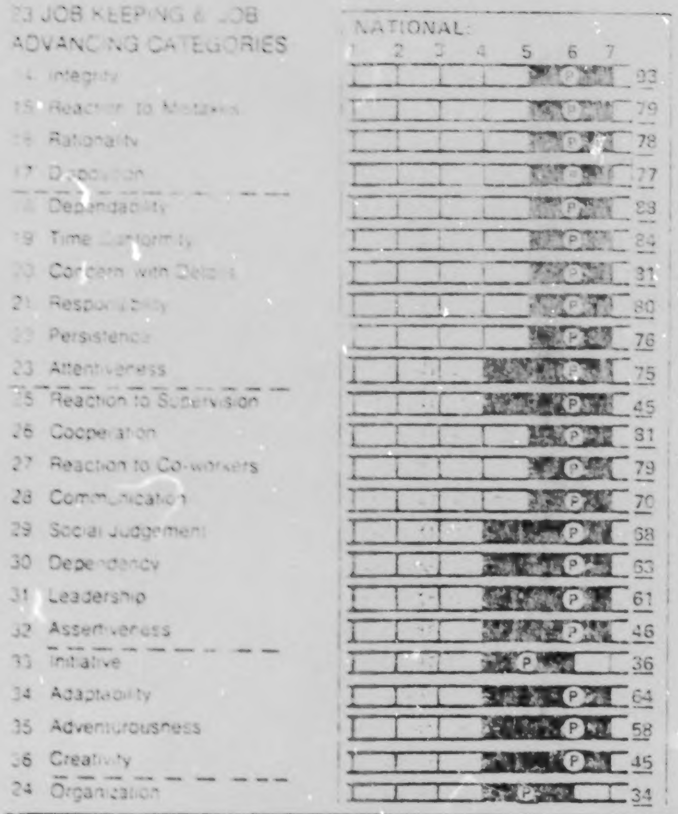
DESCRIPTION OF EMPLOYEES WHO HAVE BEEN PROMOTED OR FIRED

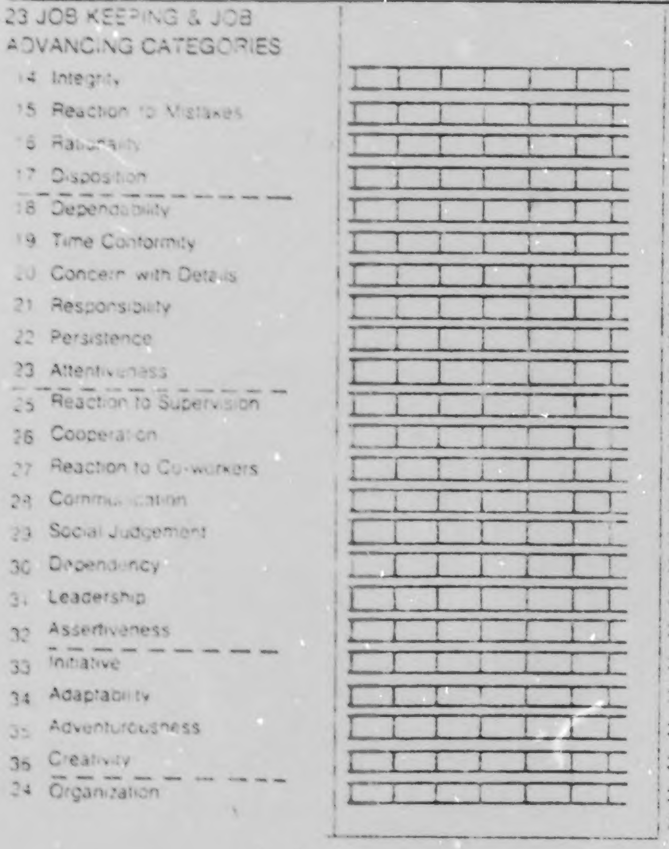
MEAN LEVEL INDICATED BY CIRCLE

☐ Ⓕ Firing
▨ Ⓟ Promotion

EXPLANATION OF CHART:

Bar graphs show levels which best describe groups of recently fired and promoted employees. The circle indicates the average level for each category.





23 JOB KEEPING & JOB ADVANCING CATEGORIES
14 Integrity
15 Reaction to Mistakes
16 Rationality
17 Disposition
18 Dependability
19 Time Conformity
20 Concern with Details
21 Responsibility
22 Persistence
23 Attentiveness
25 Reaction to Supervision
26 Cooperation
27 Reaction to Co-workers
28 Communication
29 Social Judgement
30 Dependency
31 Leadership
32 Assertiveness
33 Initiative
34 Adaptability
35 Adventurousness
36 Creativity
24 Organization

CATEGORY:
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______
31. ______
32. ______
33. ______
34. ______
35. ______
36. ______
80

DIRECTIONS: ______

Using the label information on page 2, mark an "X" at each "O" level on the graph to the left.

Then, check all categories where the individual's level is below (or to the left of) the average level of recently fired workers.

Finally, fill in the boxes below with the appropriate number of attitude categories:

☐ F (# of categories on or below the average level of recently fired workers).

☐ P (# of categories on or above the average level of recently promoted workers).

☐ M (# of categories between the average level of recently fired and promoted workers).

RECOMMENDED PRESCRIPTION FOR JOB KEEPING ATTITUDES

If the suggested objectives are pursued on level 5, the *Awareness* level, the individual will be talking to his or her friends and neighbors; he or she will be going to community agencies and visiting employers, watching TV and movies, listening to the radio and looking at newspapers and magazines — all to nail down just what it is that employers expect.

On level 6, the *Confident* level, the objectives will guide him or her to share feelings about acting in certain ways. They'll also give him or her a chance to practice what he or she will have to do in job interviews and on the job.

Finally, on level 7, the *Automatic* level, they'll direct him or her to go out into the world of work to try out what has been learned, to find out what works and what doesn't and to polish what does.

ATTITUDE CATEGORIES	SUGGESTED LEARNING OBJECTIVES ON LEVELS FIVE 12345	SIX 12345	SEVEN 123
PERSONAL FEELING			
14. INTEGRITY			
15. REACTION TO MISTAKES			
16. RATIONALITY			
17. DISPOSITION			
DETAIL ORIENTATION			
18. DEPENDABILITY			
19. TIME CONFORMITY			
20. CONCERN WITH DETAILS			
21. RESPONSIBILITY			
22. PERSISTENCE			
23. ATTENTIVENESS			
SOCIAL ORIENTATION			
25. REACTION TO SUPERVISION			
26. COOPERATION			
27. REACTION TO CO-WORKERS			
28. COMMUNICATION			
29. SOCIAL JUDGEMENT			
30. DEPENDENCY			
31. LEADERSHIP			
32. ASSERTIVENESS			
CHANGE ORIENTATION			
33. INITIATIVE			
34. ADAPTABILITY			
35. ADVENTUROUSNESS			
36. CREATIVITY			
DATA ORIENTATION			
24. ORGANIZATION			

NOTE: The curriculum package and learning activity maps are needed beyond this point for carrying out the prescribed activities. The suggested learning objectives are keyed to specific learning activities in the curriculum package.

Count the number of X's in each column

ATTITUDE CATEGORIES	GEOGRAPHY				UNION		SIZE			INDUSTRY					
	N	S	E	W	Y	N	S	M	L	MFG	TCU	CON	SAL	FRE	SVC
PERSONAL FEELING															
14. INTEGRITY															
15. REACTION TO MISTAKES															
16. RATIONALITY															
17. DISPOSITION															
DETAIL ORIENTATION															
18. DEPENDABILITY															
19. TIME CONFORMITY															
20. CONCERN WITH DETAILS															
21. RESPONSIBILITY															
22. PERSISTENCE															
23. ATTENTIVENESS															
SOCIAL ORIENTATION															
25. REACTION TO SUPERVISION															
26. COOPERATION															
27. REACTION TO CO-WORKERS															
28. COMMUNICATION															
29. SOCIAL JUDGEMENT															
30. DEPENDENCY															
31. LEADERSHIP															
32. ASSERTIVENESS															
CHANGE ORIENTATION															
33. INITIATIVE															
34. ADAPTABILITY															
35. ADVENTUROUSNESS															
36. CREATIVITY															
DATA ORIENTATION															
24. ORGANIZATION															
Write in the totals here.	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__

An X in a column means the attitude is at or above the average level of recently hired or promoted workers in the following groups of employers. →

GEOGRAPHY
Northern
Southern
Eastern
Western

UNION STATUS:
Union
Non-Union

SIZE:
Small (less than 50 workers)
Medium (50-250 workers)
Large (over 250 workers)

INDUSTRY:
• Manufacturing • Transportation, Communication, Utilities
• Construction • Sales • Financial, Real Estate • Service

Copy into the blanks, the name of the employer group with the largest total in each section.

Geography: ____________

Union Status: ____________

Size: ____________

Industry: ____________

VOCATIONAL STUDENT ORGANIZATIONS

An excellent resource for other information, activities and aid are national vocational student organizations. These organizations have as their primary goals the development of leadership and personal abilities of students as they relate to the working world.

American Industrial Arts Students Association (AIASA)
Distributive Education Clubs of America (DECA)
Future Farmers of America (FFA)
Future Homemakers of America (FHA/HERO)
Future Business Leaders of America (FBLA)
Phi Beta Lambda (PBL)
Health Occupations of America (HOSA)
Office Education Association (OEA)
Vocational Industrial Clubs of America (VICA)

Benefits to members vary, however, for most clubs they include the participation in social activities, service activities, projects and skills expositions and/or competitions. Students meet and work with leaders from industry and the community and participate in local, state and national conferences and competition. Students are provided with opportunities and activities to increase knowledge of specific careers, develop abilities to work with others, develop decision making skills and become involved with projects to aid one's school and community.

The following is a listing of each organization, with information on how to contact them for further information.

VOCATIONAL STUDENT ORGANIZATIONS
DIRECTOR OF NATIONAL OFFICES

Mr. Hoyt P. Kenmore
President and Chairman of the
Board of Directors
American Industrial Arts Student
Association, Inc. (AIASA)
1201 16th Street, NW
Washington, D.C. 20036
202-833-4211

Mr. Harry Applegate
Executive Director
Distributive Education Clubs of
America (DECA)
(HOSA)
1908 Association Drive
Reston, VA 22061
703-860-5000

Mr. Edward D. Miller
President and Chief Executive
Officer
Future Business Leaders of America
Phi Beta Lambda, Inc.
(FBLA-PBL)
P.O. Box 1747 - Dulles
Washington, D.C. 20041
703-860-3334

Mr. Byron F. Rawls
National Advisor
Future Farmers of America (FFA)
National FFA Center
P.O. Box 15160
Alexandria, Va 22309
703-360-3600

Ms. Mildred Reel
Executive Director
Future Homemakers of
America/Home Economics
Related Occupations
(FHA/HERO)
2010 Massachusetts Ave NW
Washington, D.C. 20036
202-833-1925

Ms. Mora Bennett Smith
Contact Person
Health Occupations
Students of America

Suite 7
1601 Milltown Road
Wilmington, DE 19808

Ms. Dorothy Goodman
Executive Director
Office Education Assoc.
(OEA)
1120 Morse Road
Columbus, Ohio 43229
614-888-5776

Mr. Larry Johnson
Executive Director
Vocational Industrial
Clubs of America (VICA)
P.O. Box 3000
Leesburg, VA 22075
703-777-8810

APPENDIX D

DIRECTORS OF SPECIAL NEEDS IN NEW JERSEY AREA VOCATIONAL TECHNICAL SCHOOLS

DIRECTORS OF SPECIAL NEEDS IN NEW JERSEY
AREA VOCATIONAL TECHNICAL SCHOOLS

1981 - 1982

The following is a list of Special Needs Directors by county:

ATLANTIC COUNTY

Atlantic County Vocational School
Mays Landing, New Jersey 08330
609-625-2249

Joseph Thompson - Sup. of Special Needs

BERGEN COUNTY

Bergen County Vocational Schools (Special Needs)
Route 46 and Central Avenue
Teterboro, New Jersey 07608
201-343-6000

BURLINGTON COUNTY

Burlington County Area Vocational-Technical School
Woodlane Road
Mt. Holly, New Jersey 08060
609-267-4226

CAMDEN COUNTY

Camden County Area Vocational-Technical School
P.O. Box #566
Berlin-Cross Keys Road
Sicklerville, New Jersey 08081
609-767-7000

John Troxall, Director of Special Needs

CAPE MAY COUNTY

Cape May County Area Vocational-Technical School
Crest Haven Road
Cape May Court House, New Jersey 08210
609-465-3064

Mr. Hinek, Director of Special Needs

CUMBERLAND COUNTY

Cumberland County Area Vocational-Technical School
R.D. 7, Bridgeton Avenue
Bridgeton, New Jersey 08302
609-451-9000

Dan Hepner, Director of Special Needs

ESSEX COUNTY

Essex County Vocational and Technical High School
620 Passaic Avenue
West Caldwell, New Jersey 07006
201-575-7740

Ralph Calderone Jr., Special Education Coordinator

GLOUCESTER COUNTY

Gloucester County Area Vocational-Technical School
Tanyard Road, Deptford Twp.
Box 186
Sewell, New Jersey 08080
609-468-1445

Mrs. Francine Grubb, Director of Special Needs

HUDSON COUNTY

Hudson County Area Vocational-Technical School
2000 - 85th Street
North Bergen, New Jersey 07047
201-854-3900 ext. 66, 68

MERCER COUNTY

Mercer County Area Vocational-Technical Schools
ARTHUR R. SYPEK CENTER
129 Bull Run Road
Trenton, New Jersey 08638
609-883-8012

Stuart Wisse, Director of Special Needs

MIDDLESEX COUNTY

SPECIAL NEEDS WING
- MIDDLESEX COUNTY VOCATIONAL -TECHNICAL SCHOOL
112 Rues Lane
East Brunswick, New Jersey 08816
201-257-7715

Joseph Colombo, Director of Special Needs

MONMOUTH COUNTY

Monmouth County Vocational School District
DEPARTMENT OF VOCATIONAL EDUCATION BLDG.
West End Avenue
Long Branch, New Jersey 07740
201-431-7942

Director of Special Needs

DEPARTMENT OF VOCATIONAL EDUCATION BLDG.
537 Tinton Avenue
Tinton Falls, New Jersey 07724
201-431-7942

MORRIS COUNTY

Morris County Vocational-Technical School
400 East Main Street
Denville, New Jersey 07834
201-627-4600

Dennis Nick, Director of Special Services

OCEAN COUNTY

Ocean County Vocational-Technical School
Toms River Center
Old Freehold & Bay Lea Roads
Toms River, New Jersey 08753
201-920-0057

Joseph Scalfo, Director of Special Needs

PASSAIC COUNTY

Passaic County /Vocational and Technical High School
45 Reinhardt Road
Wayne, New Jersey 07470
201-790-6000

Frank Mattiale, Director of Special Services

SALEM COUNTY

Salem County Vocational - Technical Schools
HENRY D. YOUNG VOCATIONAL CENTER
172 Salem-Woodstown Road
Salem, New Jersey 08079
609-935-7363

Raymond J. Bielicki, Director of Special Services

SOMERSET COUNTY

Somerset County Vocational and Technical Schools
North Bridge Street & Vogt Drive
P.O. Box 6350
Bridgewater, New Jersey 08807
201-526-8900

Robert Fishbein, Director of Special Services

SUSSEX COUNTY

Sussex County Area Vocational Technical Schools
105 North Church Road
Sparta, New Jersey 07871
201-383-6700

Robert Lombardo, Director of Special Needs

UNION COUNTY

Union County Technical Institute and Vocational Center
1776 Raritan Road
Scotch Plains, New Jersey 07076
201-889-2000

Nancy Tomevi, Director of Special Needs

WARREN COUNTY

Warren County Area Vocational - Technical School
R.D. #1 Box 168 A
Washington, New Jersey 07882
201-689-0122

Director of Special Needs

New Jersey Department of Education
Vocational Division
Box 2019
Trenton, New Jersey 08600
609-292-5720

John Wanat - Director, Bureau of Special Needs Program

APPENDIX E

NEW JERSEY'S SCHOOL TO WORK LINKAGE A NEW CAREER CHOICE? APPRENTICESHIP TRAINING - 124 OCCUPATIONS

COOPERATIVE VOCATIONAL EDUCATION (CO-OP)

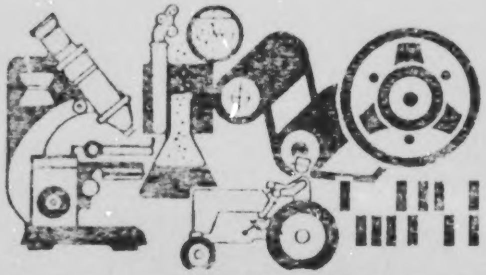
. . . . a program that involves the school and community in preparing youth with entry level skills and related instruction that contributes to the employability of the student.

APPRENTICESHIP

A program coordinated between labor, industry and education in preparing individuals for a specific trade or craft.

NOW
New Jersey's Co-op Students

can begin their APPRENTICESHIP TRAINING program while still in high school.



STATE BOARD of EDUCATION

P. PAUL RICCI President	CUMBERLAND
S. DAVID BRANDT Vice President	CAMDEN
JACK BAGAN	SALEM
ANNE S. DILLMAN	MIDDLESEX
RUTH H. MANCUSO	GLOUCESTER
E. CONSTANCE MONTGOMERY	MORRIS
KATHERINE NEUBERGER Representative, State Board of Higher Education	MONMOUTH
SONIA B. RUBY	ATLANTIC
SUSAN N. WILSON	MERCER
ROBERT J. WOLFENBARGER	UNION

Secretary
FRED G. BURKE
Commissioner of Education

Ex Officio
T. EDWARD HOLLANDER
Chancellor of Higher Education

For more information, please write or call

New Jersey Department of Education
Division of Vocational Education
and Career Preparation
SCHOOL-TO-WORK LINKAGE PROJECT
PO BOX 2019
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625
(609) 292-6565

Patricia Peacock Miller, Project Manager

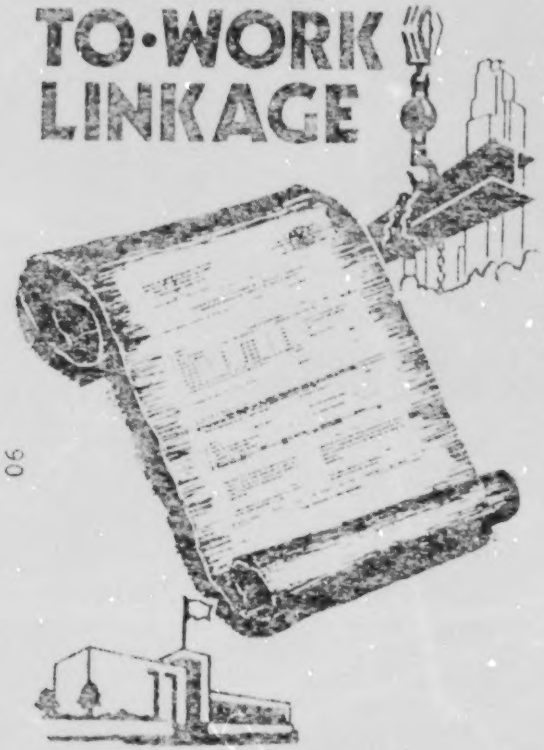
NEW JERSEY STATE DEPARTMENT OF EDUCATION, P.O. BOX 2019, TRENTON, N.J. 08625 – FRED G. BURKE, COMMISSIONER OF EDUCATION • GUSTAV RUH, DEPUTY COMMISSIONER OF EDUCATION • WILLIAM WENZEL, ASSISTANT COMMISSIONER, DIVISION OF VOCATIONAL EDUCATION AND CAREER PREPARATION

COOPERATIVE VOCATIONAL EDUCATION & APPRENTICESHIP

There are over 900 apprenticeable occupations available today

SCHOOL-TO-WORK LINKAGE

New Jersey's SCHOOL-TO-WORK LINKAGE



from CO-OP to APPRENTICESHIP

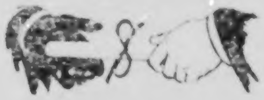
The demand for skilled workers is increasing more rapidly than the supply. This need for highly trained workers is becoming increasingly more important to our economy.

A proven method of training highly skilled workers is through formalized on-the-job training called **APPRENTICESHIP**. In the United States today, there are approximately 900 occupations which are learned through apprenticeship. **APPRENTICESHIP** is a registered program of the Bureau of Apprenticeship and Training (BAT), United States Department of Labor, designed to provide vocational training through full-time employment of out-of-school youth 16 years of age or older.

COOPERATIVE VOCATIONAL EDUCATION is a program of vocational education for individuals age 16 and older, which allows a pupil to spend half time in school and half time on the job under the supervision of an employer and the school. A related class serves as the bridge between school and practical work experience.

An **APPRENTICE** is a trainee in a skilled craft. The **APPRENTICESHIP** program combines progressive on-the-job training with related classroom instruction. At the completion of the training period the apprentice becomes a skilled craftworker.

The **NEW JERSEY APPRENTICESHIP TRAINING** program is a voluntary, cooperative program, utilizing the coordinated efforts of labor, industry, education, and agencies interested in apprenticeship. Training varies from 1 to 5 years depending on the occupation.



Because of the similarities between **COOPERATIVE VOCATIONAL EDUCATION** and **APPRENTICESHIP**, the **STATE OF NEW JERSEY, DEPARTMENT OF EDUCATION SCHOOL-TO-WORK LINKAGE PROJECT** has been designed to provide the liaison between the educational work experiences of students in **Co-op** programs and full-time employment in an apprenticeship program after graduation. The program will provide credit for work experience and related instruction and create a smooth transition from school to work.

The **Co-op COORDINATOR** in cooperation with the **APPRENTICE COORDINATOR** will register the student apprentice with the Bureau of Apprenticeship and Training and the State Department of Education (Division of Vocational Education and Career Preparation).

For the EMPLOYER, apprenticeship offers:

- BETTER TRAINED CRAFTSPERSONS
- IMPROVED QUALITY OF WORK
- LESS LABOR TURNOVER
- SOURCE OF QUALIFIED SUPERVISORS
- REDUCED SUPERVISORY COSTS

For the STUDENT LEARNER, apprenticeship offers:

- PAID LEARNING EXPERIENCE
- PROGRESSIVE WAGE INCREASES
- FUTURE JOB SECURITY
- OPPORTUNITY FOR ADVANCEMENT
- RELATED CLASSROOM INSTRUCTION

For the COMMUNITY, apprenticeship offers:

- LOCAL PEOPLE TRAINED FOR LOCAL INDUSTRY
- IMPROVED COMMUNITY-SCHOOL RELATIONSHIPS

BEST COPY AVAILABLE

A NEW CAREER CHOICE? APPRENTICE TRAINING - 124 occupations
that are popular with "student-learners."

TRADE	DOT CODE	LENGTH OF APPRENTICESHIP
AIR CONDITIONING MECHANIC (auto service, specialty shops)	620.281-010	2,000 hours/1 year
ALARM OPERATOR	379.162-010	2,000 hours/1 year
ASSEMBLY TECHNICIAN (office machines)	633.261-010	
AUTOMOBILE-BODY REPAIRER (auto service)	807.381-010	8,000 hours/4 years
AUTOMOBILE MECHANIC (auto service)	620.261-010	8,000 hours/4 years
AUTOMOBILE-RADIATOR MECHANIC (auto service, specialty shops)	620.381-010	4,000 hours/2 years
AUTOMOTIVE COOLING SYSTEM DIAGNOSTIC TECHNICIAN (auto service, specialty shops)	620.261-580	4,000 hours/2 years
BAKER (bake products)	526.381-010	6,000 hours/3 years
BAKER, PIZZA (hotel & rest.)	313.381-010	6,000 hours/3 years
BARBER (pers. service)	330.371-010	4,000 hours/2 years
BOILER OPERATOR (any industry)	950.382-010	8,000 hours/4 years
BRICKLAYER (const.)	861.381-018	6,000 hours/3 years
BUTCHER, ALL AROUND	525.381-014	6,000 hours/3 years
CABINETMAKER (woodworking)	660.280-010	8,000 hours/4 years
CAMERA REPAIRER (photographic equip)	714.281-014	4,000 hours/2 years
CARBURETOR MECHANIC (auto service)	620.281-034	
CHEMICAL-ENGINEERING TECHNICIAN	008.261-010	
CHEMICAL LABORATORY TECHNICIAN	022.261-010	5,000 hours/2 1/2 years
COIN-MACHINE SERVICE REPAIRER	639.281-014	6,000 hours/3 years
COMPUTER-PERIPHERAL-EQUIPMENT OPERATOR (clerical) data processing	213.382-010	2,000 hours/1 year
COOK (any industry)	315.361-010	6,000 hours/3 years
DECORATOR (any industry)	298.381-010	
DENTAL ASSISTANT (medical service)	079.371-010	2,000 hours/1 year
DENTAL CERAMIST (medical service)	712.281-010	6,000 hours/3 years

DENTAL LABORATORY TECHNICIAN (medical service)	712.381-018	6,000 hours/3 years
DICTATING-TRANSCRIBING-MACHINE SERVICER	633.281-014	
DIESEL MECHANIC (any industry)	625.281-010	8,000 hours/4 years
DIRECTOR, FUNERAL (personal service)	187.167-030	
DISPLAY DESIGNER	142.051-010	
DISPLAYER, MERCHANDISE (retail trade)	298.081-010	
DRAFTER, ARCHITECTURAL	001.261-010	
DRAFTER, COMMERCIAL	017.261-026	8,000 hours/4 years
DRESSMAKER (any industry)	785.361-010	
DRY CLEANER (clean & dye)	362.382-014	6,000 hours/3 years
DRY-WALL APPLICATOR (const)	842.681-010	4,000 hours/2 years
ELECTRICAL-APPLIANCE REPAIRER	723.381-010	
ELECTRICAL-APPLIANCE SERVICER	827.261-010	6,000 hours/3 years
ELECTRICIAN (any industry)	824.261-010	8,000 hours/4 years
ELECTRICAN, AUTOMOTIVE (auto serv)	825.281-022	4,000 hours/2 years
ELECTROMEDICAL-EQUIPMENT REPAIRER	729.281-030	4,000 hours/2 years
ELECTRONIC-SALES-AND-SERVICE TECHNICIAN	828.251.010	8,000 hours/4 years
EMERGENCY MEDICAL TECHNICIAN	079.374-010	6,000 hours/3 years
ENVIRONMENTAL CONTROL SYSTEM INSTALLER SERVICER	637.261-014	
FILM DEVELOPER	976.382-018	6,000 hours/3 years
FILM LABORATORY TECHNICIAN I	976.381-010	6,000 hours/3 years
FLOOR COVERING LAYER	622.381-026	6,000 hours/3 years
FLORAL DESIGNER	142.081-010	2,000 hours/1 year
FRONT END MECHANIC	620.281-038	8,000 hours/4 years
FUEL INJECTION SERVICER	625.281-022	4,000 hours/2 years

FURNACE INSTALLER AND REPAIRER, HOT AIR	869.281-010	6,000 hours/3 years
FURNITURE DESIGNER	142.061-022	
FURNITURE FINISHER (woodworking)	763.381-010	6,000 hours/3 years
FURNITURE UPHOLSTER	780.381-018	8,000 hours/4 years
GLASS BLOWER	772.681-010	8,000 hours/4 years
GLAZIER	865.381-010	6,000 hours/3 years
GRAPHIC DESIGNER	141.061-018	10,000 hours/5 years
HORTICULTURIST	040.061-038	
INTERIOR DESIGNER	142.051-014	
JEWELER (jewelry)	700.281-010	5,000 hours/2 1/2 years
LANDSCAPE GARDNER (agric.)	408.161-010	8,000 hours/4 years
LEGAL SECRETARY (clerical)	201.362-010	2,000 hours/1 year
LOCKSMITH	709.281-010	8,000 hours/4 years
MACHINE OPERATOR I	616.360-018	
MACHINIST (mach. shop)	600.280-022	8,000 hours/4 years
MACHINIST, AUTOMOTIVE	600.280-034	8,000 hours/4 years
MAINTENANCE MACHINIST	600.280-042	8,000 hours/4 years
MAINTENANCE MECHANIC	638.281-014	8,000 hours/4 years
MECHANICAL ENGINEERING TECHNICIAN	007.161-026	
MEDICAL SECRETARY	201.362-014	2,000 hours/1 year
METEROLOGIST	025.062-010	4,000 hours/2 years
MOTORCYCLE REPAIRER (auto. serv.)	620.281-054	6,000 hours/3 years
NEON SIGN SERVICER	824.281-018	10,000 hours/5 years
NUMERICAL CONTROL MACHINE OPERATOR (machine shop)	609.662-010	8,000 hours/4 years
NURSE AIDE/NURSING ASSISTANT	355.674-014	2,000 hours/1 year

7

OIL BURNER SERVICER & INSTALLER	862.281-018	
OPTICIAN (optical good; ret. tr.)	716.280-008	4,000 hours/2 years
OFFSET PRESS OPERATOR I (print.)	651.482-010	8,000 hours/4 years
ORTHODONTIC TECHNICIAN (med. serv)	788.261-010	
ORTHOTICS TECHNICIAN	712.381-034	2,000 hours/1 year
PAINTER (const.)	840.381-010	6,000 hours/3 years
PAINTER, HAND (any industry)	970.381-010	6,000 hours/3 years
PATTERNMAKER (wood)	661.281-022	10,000 hours/5 years
PHOTOENGRAVER (print. & pub.)	971.381-022	10,000 hours/5 years
PHOTOGRAPHER, STILL (professional)	143.062-030	6,000 hours/3 years
PHOTOGRAPHIC EQUIPMENT MAINTENANCE TECHNICIAN	714.281-026	6,000 hours/3 years
PHOTOGRAPHIC EQUIPMENT TECHNICIAN	714.281-022	6,000 hours/3 years
PIANO TUNER (any industry)	730.361-010	
PIPEFITTER (const.)	862.381-018	8,000 hours/4 years
PLASTIC TOOL MAKER (mach. shop)	601.381-026	8,000 hours/4 years
PLUMBER (const.)	862.381-030	10,000 hours/5 years
PNEUMATIC TOOL REPAIRER	630.281-010	8,000 hours/4 years
PODIATRIC ASSISTANT	079.374-018	
POWERHOUSE MECHANIC	631.261-014	8,000 hours/4 years
PROGRAMER, BUSINESS	020.162-014	4,000 hours/2 years
QUALITY CONTROL TECHNICIAN	012.261-014	4,000 hours/2years
RADIO MECHANIC	823.261-018	8,000 hours/4 years
RECREATIONAL VEHICLE MECHANIC (trans. equip.)	620.281-087	8,000 hours/4 years
REFRIGERATION MECHANIC (any industry)	637.261-026	6,000 hours/3 years
REPAIRER, WELDING EQUIPMENT	626.381-022	

REPRODUCTION TECHNICIAN	976.361-010	
ROOFER (const)	866.381-010	6,000 hours/3 years
SALESPERSON, PARTS (ret. tr.; whloe. tr.)	279.357-062	4,000 hours/2 years
SERVICE MECHANIC (auto. mfg.)	807.381-022	
SEWING MACHINE REPAIRER	639.28.-018	8,000 hours/4 years
SHEET METAL WORKER (any industry)	804.281-010	8,000 hours/4 years
SHOEMAKER, CUSTOM (boot & shoe)	788.381-014	6,000 hours/3 years
SHOP TAILOR (garment; ret. tr.)	785.361-022	8,000 hours/4 years
SMALL ENGINE MECHANIC (any industry)	625.281-034	
TAPE RECORDER REPAIRER (any industry)	720.281-014	
TELEVISION & RADIO REPAIRER	720.281-018	
TELEVISION CABLE INSTALLER	821.281-010	
TOOL & DIE MAKER (mach. shop)	601.280-046	8,000 hours/4 years
TOOL GRINDER I (any industry)	701.381-018	8,000 hours/4 years
TRACTOR MECHANIC (auto. serv.)	620.281-058	8,000 hours/4 years
TRANSMISSION MECHANIC (auto serv. specialty shops)	620.281-062	4,000 hours/2 years
TREE SURGEON (agric.)	408.181-010	6,000 hours/years
TRUCK BODY BUILDER (auto. serv.)	807.281-010	8,000 hours/4 years
TUNE-UP MECHANIC (auto. serv.)	620.281-066	
WASTE TREATMENT OPERATOR (chem.)	955.362-014	6,000 hours/3 years
WATCH REPAIRER (clock & watch)	715.281-010	8,000 hours/4 years
WELDER, COMBINATION (welding)	819.384.010	6,000 hours/3 years
BUILDING MAINTENANCE SERVICER REPAIRER	899.381-010	4,000 hours/2 years
VENDING MACHINE REPAIRER	639.281-014	6,000 hours/3 years

APPENDIX F

NEW JERSEY'S MODEL LINKAGE PROJECT

STATE OF NEW JERSEY

DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 West State Street
Trenton, New Jersey 08625

March 13, 1981

Mr. Lloyd W. Tindall, Project Director
Wisconsin Vocational Studies Center
964 Educational Sciences Building
Madison, Wisconsin 53706

Dear Lloyd:

As you know, the New Jersey model Linkage Project got off to a late state during the months of October and November.

The two pilot counties - Middlesex and Gloucester elected to form three sub-committees through which they would attempt to accomplish the goals of the project. These sub-committees were:
1. Identification of Population
2. Resources Identification
3. Publicity

Additional sub-committees are being formed as the need arises.

The following comments are in response to the questions you asked regarding the progress and development of the project.

1. Progress in linkage model implementation:
    a. The 2 pilot counties have identified key people in each county who are motivated to develop and improve linkages among agencies serving the handicapped. These county committees have been meeting on a regular basis - there fourth meeting is scheduled for the month of March.

    b. Each committee has developed data on the numbers and types of handicapping conditions in the school-age population. They are working on generating young adult population data.

    c. The Middlesex committee has adopted a directory of services for youth including the handicapped that was developed by another agency in the county. The Gloucester committee is in the process of developing a directory of services.

    d. Both county committees have had several publicity releases on the purpose and organization of the project.

   e. Both committees are working on identifying gaps in services to the handicapped, and obtaining information on existing linkage agreements both at the state and local level.

2. Present status of linkage plans: Both committees are proceeding slightly behind schedule due to late starting time and the holiday schedule.

3. Success of the linkage model:
   a. Getting people at the local level to communicate and helping each committee member to develop a greater awareness of the available services in the community.

   b. Selection of committee members who are well motivated and accepting of the project and who have maintained good attendance records at the committee meetings.

   c. Generation of good publicity for the project.

   d. Ability of the committees to work through existing structures and community groups.

   e. The "high lighting" of the project through two presentations: One, at the annual convention of the New Jersey Vocational Education Association scheduled for April; and the other, at a workshop dealing with Coordination of Services to the Handicapped scheduled for May.

4. Unresolved problems:
   a. Getting data on numbers of out-of-school and older handicapped adults who require vocational services.

   b. Lack of funds for printing of resource directory.

   c. Uncertainty as to the priority the public may assign to this type of project.

5. Failures of the linkage model: None at this time.

6. Recommendations for model improvement or future activities:

   a. Encourage committees to stay with project goals and time lines.

   b. Encourage committees to place more effort in developing linkages where there are gaps in services.

c. It may be necessary to allot more time for the completion of the project.

d. Investigate sources of additional funding as needed to help project achieve the goals.

Sincerely,

John A. Wanat, Director
Bureau of Special Programs
Division of Vocational Education
and Career Preparation

Models for Linking Agencies Serving the Handicapped

Vocational Education Models for Linking Agencies Serving the Handicapped is a U.S. Department of Education project contracted to the Wisconsin Vocational Studies Center, University of Wisconsin covering a two year period - October 1979 to September 1981.

The Objectives of the project are:

1. To identify and describe federal programs, their relationships and responsibilities to the states for serving the handicapped.
2. Report on the present status of agencies, interagency linkages and agreements and their responsibilities for serving the handicapped at the state level.
3. Develop models for establishing linkages and working agreements with at least three states with different structures.
4. Provide technical assistance to three states in implementing their model.
5. Develop and disseminate a resource manual and handbook to appropriate state staffs.

New Jersey was one of forty states to participate in phase one of the project by conducting a small group workshop to identify existing formal and informal agreements and to complete the project survey forms.

As a result of New Jersey's participation in phase one of the project, New Jersey was selected as one of four states (New Jersey, California, Maryland and Virginia) to participate in phase two of the National Project.

New Jersey's role in phase two of the National Project centers on developing a Linkage Model among agencies serving the Handicapped at the county and local levels. The Project awarded to the Division of Vocational Education and Career Preparation will be administered through the Occupational Resource Center of E.I.C.- Central.

Middlesex County and Gloucester County have been selected as the sites to develop and implement the model, utilizing the sub-committee on the handicapped in each of the two county career coordinating councils to implement the project with the assistance of a recently hired coordinator to the project.

The sub-committee will seek inputs from:

Vocational Education
Special Education

Vocational Rehabilitation
Guidance and Counseling
C.E.T.A.

for development of linkage models.

Some of the activities the sub-committees will be involved in are:

1. Identification of the population to be served
2. Identification of existing resources
3. Development of a matrix of available programs for the handicapped
4. Identification of gaps in linkage efforts
5. Establishing joint planning agreements
6. Evaluating linkage efforts
7. Evaluation of the entire service delivery system.

A workshop will be held at the end of the project to demonstrate how the project can be replicated in other countries.

For further information on the project contact: Mr. John A. Wanat, Director, Bureau of Special Programs, New Jersey State Department of Education, Division of Vocational Education and Career Preparation, 225 West State Street, Trenton, New Jersey 08625, (609) 292-5822.

APPENDIX G

COLLEGES WITH PROGRAMS FOR THE LEARNING DISABLED

COLLEGES WITH PROGRAMS FOR THE LEARNING DISABLED

(Remedial and Tutorial Programs)

Troy State
University Avenue
Troy, Alabama 36081

College of the Ozarks
Clarksville, Arkansas 72830

University of California at Berkeley
120 Sproul Hall
Berkeley, California 94720

Georgia Institute of Technology
225 North Avenue
Atlanta, Georgia 30332

Iowa State University
7 Beardsgear Hall
Ames, Iowa 50011

Husson College
1 College Circle
Bangor, Maine 04401

American International College
170 Wiebraham Road
Springfield, Massachusetts 01109

Curry College
1071 Blue Hill Avenue
Milton, Massachusetts 02186

Michigan State University
Room 250 Administration Building
East Lansing, Michigan 48824

Westminster College
7th and Westminster Avenue
Fulton, Missouri 65251

Adelphi University
Garden City, New York

School of the Ozarks
Point Lookout,
Missouri 65726

Rutgers University
Box 2101
New Brunswick, New Jersey
08903

Douglass College
College of Pharmacy

Rutgers School of Nursing
369 High Street
Newark, New Jersey 07102

Slippery Rock State College
Slippery Rock, Pennsylvania

University of South Dakota
Slagle Hall, Room, 30
Vermillion, South Dakota
57069

Goddard College
Plainfield, Vermont 05709

University of Wisconsin
750 University Avenue
Madison, Wisconsin 53706

Curry College
848 Brush Hill Road
Milton, Massachusetts 02186

APPENDIX H

HOW TO CHOOSE A CAREER AND A CAREER SCHOOL

GET INFORMATION ON CAREERS AND SCHOOLS — WRITE AWAY

For specific information on a particular career write to the Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C. 20212.

For information on careers and accredited schools write to Dept. CCS, National Association of Trade and Technical Schools, 2021 K Street, N.W., Washington, D.C. 20006.

All schools in the NATTS Directory are accredited schools. This means they have successfully met the high standards established by the industry and recognized by the United States Office of Education. Accredited schools are under regular review by NATTS and state and federal government agencies.

NATTS
NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS

GUIDE TO SKILL TRAINING AT NATTS-ACCREDITED SCHOOLS

SKILL	TERM
Acting	150 weeks
Advertising Art	52-136 weeks
Air Conditioning	12-73 weeks
Airline Personnel Training	11-34 weeks
Appliance Repair	12-72 weeks
Architectural Engineering Technology	60-100 weeks
Art	16-192 weeks
Automotive Mechanics	14-50 weeks
Aviation Mechanics	33-84 weeks
Barbering	32-52 weeks
Blueprint Reading	3-40 weeks
Brickmasonry	102 weeks
Broadcasting	10-92 weeks
Building Maintenance	52-60 weeks
Camera Service & Repair	16-50 weeks
Carpentry	102 weeks
Coin Operated Machine Repair	26 weeks
Construction Technology	32-104 weeks
Culinary Arts	13-72 weeks
Dance Instructor	64 weeks
Data Processing	21-100 weeks
Dental Assisting	12-50 weeks
Dental Laboratory Technician	26-72 weeks
Diesel Mechanics	10-38 weeks
Dietetics	13-52 weeks
Diving	8-15 weeks
Dog Grooming	4-8 weeks
Drafting	17-84 weeks
Dress Making & Design	3-84 weeks
Electricity	21-104 weeks
Electronics	24-108 weeks
Emergency Medical Technician	28-34 weeks
Engraving	12 weeks
Estimating, Building	10 weeks
Fashion Design	33-96 weeks
Fashion Illustration	52-136 weeks
Fashion Merchandising	5-74 weeks
Food Management	52 weeks
Gunsmithing	69 weeks
Heating	12-24 weeks
Heavy Equipment Mechanics	6 weeks
Heavy Equipment Operator	3-10 weeks
Horsemanship	11-39 weeks
Hotel-Motel Training	15-16 weeks
Illustration, Design	136 weeks
Industrial Management	72 weeks
Inhalation Therapy Technician	37-52 weeks
Instrumentation	70-80 weeks
Interior Design	64-108 weeks
Jewelry Design, Diamond Cutting	12-40 weeks
Legal Secretarial/Asst.	24-52 weeks
Loss Prevention/Security	16 weeks
Machine Shop	14-102 weeks
Mechanical Engineering Technology	64-108 weeks
Medical Assistant	12-43 weeks
Medical Secretary	26-43 weeks
Medical Technician	46-72 weeks
Metallurgical Technology	77 weeks
Motion Pictures	12-180 weeks
Motorcycle Mechanics	12-33 weeks
Nurse's Aide	10-48 weeks
Office Machine Repair	15-50 weeks
Operating Room Technician	32-42 weeks
Optometric Assisting	24 weeks
PBX Switchboard	12 weeks
Painting & Decorating	102 weeks
Photography	12-150 weeks
Pilot, Commercial	12-60 weeks
Plumbing	26 weeks
Printing	24-72 weeks
Real Estate Brokerage	6 weeks
Sanitation	4-10 weeks
Surveying	72 weeks
Tailoring	5-60 weeks
Tool & Die	28-108 weeks
Travel	12-34 weeks
Truck Driving	1-8 weeks
Upholstery	10-50 weeks
Veterinarian Assisting	28 weeks
Vocational Nursing	4 weeks
Watchmaking & Repairing	52 weeks
Water & Wastewater Technology	36-52 weeks
Welding	2-72 weeks
X-Ray	100 weeks

HOW TO CHOOSE A CAREER

...And A Career School

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Chances are you'll have to work for a living sometime in the near future. Most men and women will, in fact, work for an average of 25 to 45 years — a big investment in a very important part of your life. The time and trouble you take in choosing a career tailored to your interests will pay off time and time again.

There's another reason why you should start seriously thinking about your career future. Jobs are growing increasingly specialized in almost every field. New technologies are creating a demand for highly skilled men and women. As a result employers are putting a premium on specific skills. In fact, the U.S. Department of Labor estimates that the majority of jobs through 1985 will require some sort of trade or technical training. Career planning is becoming essential.

CAREER HUNTING — HERE'S HOW

The first step in choosing a career is to consider the vast variety of careers in existence today. Talk to your counselor about the possibilities, then follow these pointers in deciding a career of your own.

1. Your Interests

Do you enjoy helping people, working with your hands, playing with figures, creating, designing, being outdoors? Pinpoint your likes and translate them into career possibilities: mechanics, dress design, the medical field, electronic technology, advertising, computer programming. Probably the most important factor in career satisfaction is liking what you do. (For a list of careers offered at accredited trade and technical schools see the back of this pamphlet.)

2. Salary

What is the beginning salary of your chosen career? What can you expect to make after 2 or 3 years of experience? What about after 15 years? Check with employers. Get realistic estimates of what the return on your investment will be.

3. Advancement

Is the career you've chosen open-ended? Where does it lead you? Will it allow you to eventually start your own business (if that's your goal)?

4. Job demand

Is there a need for your career specialty? Will you be in demand or are there more people than jobs? Also, get long-range projections of demand. Choose a career with a good future. Make sure you won't become obsolete in a few years. Talk to your counselor about job demand.

5. Job mobility

Where are the jobs? In your locale? Or are jobs clustered in specific areas which would give you the opportunity to travel? For example, commercial divers usually have to relocate (sometimes overseas) while computer programmers work mostly in large and medium-sized cities. Medical workers, on the other hand, are usually found everywhere.

6. Working conditions

Find out exactly what a person in your chosen career does — know what your duties and work environment will be. A career may sound glamorous or exciting but before you make up your mind get all the facts. Don't be unpleasantly surprised on the job.

7. Educational requirements

Most all good jobs today require specialized training beyond high school. Find out what type of education you need in order to qualify in your career. It may take a few months, one or two years of training, or more.

NEXT STEP — SHOPPING FOR A CAREER SCHOOL

Career hunting is usually only half the job. You may find you'll have to get specific training in order to qualify for jobs in the field. And one of the best ways to prepare for a good career is to obtain a career education at a private vocational school. Private vocational schools provide intensive training in many careers (see a partial listing in the career box on the back).

The first step in choosing a school is to write to three or more schools offering training in your chosen career. Ask for their catalogs. Then compare each school according to the following checklist.

1. State licensing

Is the school licensed by your state's postsecondary school licensing bureau? If the school's catalog doesn't indicate, check with the Department of Education in your state. A few states do not require licensing but most do.

2. Accreditation

An important indicator, accreditation means the school has passed a thorough examination of its business practices and teaching ability by an accrediting agency approved by the U.S. Office of Education. Accreditation is usually listed in the school's catalog, and it's a good idea to double-check with the accrediting agency itself.

3. Courses

Are the courses offered up-to-date, well-rounded and of high quality? Will they adequately prepare you for your field? Who teaches them — instructors with professional experience in the career? How long will training take?

4. Facilities and equipment

What type of buildings, classrooms, facilities and equipment does the school offer? Are they educationally sound? Is the equipment current with that being used in the field?

5. Hands-on training

Does the school have a laboratory or shop setup which duplicates a real work environment? Hands-on training enables students to obtain practical and valuable experience.

6. Placement assistance

Does the school offer regular placement assistance? How does it help find jobs for graduates? At what types of jobs are graduates placed?

7. Cost

What is the total cost of tuition, supplies and fees? Can you realistically afford the school? Find out what the school's refund policy is.

Naturally, the very best way to check out a school is to visit it yourself. Choose a day when classes are in session. Talk to students — are they happy with their training? Look around at the buildings and equipment — how do they compare with the catalog description? If possible talk to graduates and find out what they think of the school.

APPENDIX I

OCCUPATIONAL RESOURCE CENTER

OCCUPATIONAL RESOURCE CENTER
Building 871, Plainfield Ave.
Edison, New Jersey 08817
(201) 985-7769

E.I.C./C's EDISON PROGRAM

1980 - 81

The following projects are currently located at E.I.C./C's Edison Program. If you have any questions contact Priscilla R. Walsh, Program Manager - Edison (201-985-7769) unless otherwise noted.

1. Apprenticeship Related Curriculum

   What curriculum is currently available for apprentice related curriculum?

   One of the primary objectives of this project is to find out as well as:

   - explore new ways to conduct related class training
   - generate ways of developing, reproducing, and distributing related materials, curriculum, and textbooks with apprentices and sponsors.

2. Career Education

   Contact: Shirley Cathie, Career Education Consultant (E.I.C./C-S) (201-985-7769)

   Services are available to Central and South Jersey schools that are developing projects to "infuse" career education into the existing curriculum. The Career Education program also offers technical assistance to school districts seeking funding through grants.

3. Career/Vocational Education Matrix

   The purpose of this project is to provide inservice training and guidelines to vocational-technical educators on successful administration of grants and proposals including: legal requirements; project management; measurement of objectives; and evaluation

   Final products will include 3 handbooks

A service of the N.J. Department of Education, Division of Vocational Education and Career Preparation, in cooperation with the Educational Improvement Center-Central (EIC-C)

4. Consumer Education

Contact: Mary Lou Hamill, Consumer Education Consultant (201-985-7769)

This statewide project provides assistant to those interested in developing consumer education programs. It works with all levels of consumer education, K-Adult.

5. Improving Career/Vocational Guidance Services for Disadvantaged and Limited English Proficient Students (L.E.P.)

Guidance services for disadvantaged and L.E.P. students were improved through the identification of the students' special career development needs of disadvantaged and L.E.P. students

Handbook For Meeting The Career Development/Counseling Needs of Disadvantaged Students

Handbook For Meeting The Career Development/Counseling Needs of Limited-English-Proficient Students

6. Job Placement Follow-up Project

How successful is the job placement program? Are the students still in the same job after h.s. graduation?

Did they use the skills taught by the job placement coordinator when looking for other jobs?

The purpose of this project is to answer these questions and others in order to measure the impact job placement programs have on students in New Jersey.

7. N.J. Occupational/Consumer Resource Center

Contact: Carol Callahan, Assistant Director
(201-985-7769)

The Center provides services and resources in vocational-technical education and career education to any one who lives, works or attends school in New Jersey. The services include:

- reference/research by mail, phone or in-person
- computerized and manual ERIC searches
- free loan of books, AV materials, games, posters, journals and curriculum materials
- free use of conference rooms
- wor

8. N.J. Occupational/Consumer Resource Center Inservice Workshops

To provide inservice training in all areas of career and vocational education from "How To Write A Proposal" to "People In Non-Traditional Occupations: Another Approach To Teaching Careers"

9. N.J. Vocational Model for Linking Agencies Serving The Handicapped

One of three states selected to participate in this project, the primary purpose is to better serve handicapped students. Using two counties, Middlesex and Gloucester as the pilots, the method selected is to:

1. Identify agencies providing vocational education to handicapped individuals
2. Identify population served
3. Develop a matrix to identify where there are overlaps or gaps in providing this service
4. Help to fill the gaps by setting up linkages among the agencies

Final product will be a brochure for each county and a workshop for the rest of the counties.

10. MIT (Mini-Invention/Innovation Team)

Contact: Laddie Gribick, T4C Research Associate
(201-985-7769)

MIT is a contest to encourage students, grades K-9, to apply their abilities in inventing or developing an innovative approach to solving problems. It is sponsored by the office for Promoting Technical Innovation (OPTI) - N.J. Department of Labor, DVECP, and T4C (E.I.C./C's Edison Program)

11. SENSE Connection Project

Contact: Maryanne Grumelli, Project Director
(201-985-7769)

Does Johnson and Johnson have films that can be borrowed?

Who do I contact for a field trip to Squibb? I'm planning a career day at my school, is there a speaker I can call?

The SENSE Connection project will be answering these questions through the projection of a directory of central New Jersey companies listing resources and other educational help available to students making vocational and career choices.

12. Production of Vocational Media Packages for L.E.P. Students

A two part project:

1. Development of a T.V. commercial and brochure to encourage participation of L.E.P. individuals in vocational education.

2. Development of 4fs/cassette packages for vocational-technical educators to help them to better understand and teach L.E.P. indivduals. The areas covered will be:

   - methods and strategies of instruction part I and II
   - counselor involvement
   - cultural awareness

13. Technology for Children (T4C)

Contact: Laddie Gribick, T4C Research Associate
(201-985-7769)

Technology for Children (T4C) is a statewide effort to help teachers work with elements of technology in the classroom. T4C emphasized skills in thinking, investigating, inventing, constructing and problem-solving.

14. Vocational Management Phase II

The primary purpose of this project is to develop a program for training instructors to conduct vocational education management training program modules.

Final products will include four new modules covering the following topics:

* evaluating teacher performance-pre-observation conferences

* evaluating teacher performance-classroom observation

* evaluating teacher performance-post-observation conferences and developing professional improvement plans

* interpersonal communications

APPENDIX J

BUREAU OF SPECIAL PROGRAMS FACT SHEET

BUREAU OF SPECIAL PROGRAMS

FACT SHEET

Fred G. Burke
Commissioner of Education

Gustav H. Ruh
Deputy Commissioner

Prepared under the direction of the
Bureau of Special Programs
Division of Vocational Education
and Career Preparation

William Wenzel
Assistant Commissioner

New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625
Spring 1981

PTM. NO. 200.13

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It is a policy of the State Board of Education and the New Jersey Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the Department has responsibility. The Department will comply with all state and federal laws and regulations concerning non-discrimination.

BUREAU OF SPECIAL PROGRAMS
FACT SHEET

Introduction

The Bureau of Special Programs provides supervisory and leadership services to local educational agencies for the purpose of initiating, maintaining, extending and improving specialized vocational education programs and services for all students, with an emphasis on educationally disadvantages and handicapped students.

The primary purpose of such programs and services is to improve the operations of career awareness, career exploration, occupational exploration/skill development, and vocational guidance, counseling and placement.

A. Purpose of: Vocational Program Services for Regular and Special Populations

The Bureau of Special Programs advocates a K-12 sequence of career/vocational programs for all students, including regular, educationally disadvantaged and handicapped students. This sequence is intended to help students develop positive self-concepts, improved decision-making capabilities, a realistic assessment of their vocational interests, aptitudes and abilities and the skills required for successful job entry and/or continuing education. Included in this basic program sequence are: Technology for Children, Introduction to Vocations, Career/Vocational Guidance and Counseling, Experience-Based Career Education, Industrial Arts, the American Industrial Arts Student Association and the Learning Exchange Program.

In addition to this basic sequence of career/vocational experiences for all students, the bureau advocates a sequence of specially designed vocational programs and modified vocational programs for disadvantaged and handicapped students.

Specially designed programs are intended to help the disadvantaged and/or handicapped student relate education to the real world, remain in school and obtain the skills necessary to gain entry into modified or regular vocational programs. Included in this program sequence are: Employment Orientation, Work Experience and Career Exploration Program, Work Study, Summer Coupled Work Study and Cooperative Industrial Education for Special Needs Students.

Modified programs are intended to help the disadvantaged and/or handicapped student develop the skills necessary for entry into regular vocational programs or the world of work. These are programs wherein the delivery of vocational education is modified on the basis of a preplacement assessment of each student's disadvantage and/or handicap.

Modifications may include: simplified curriculum, specialized teaching strategies and techniques, programmed instructional materials, reduced class size, and other support services needed to enable special needs students to develop skills necessary for entry into regular programs or the world of work.

When it is determined that a student may benefit best through placement in a modified vocational program, the Bureau of Special Programs works hand-in-hand with the Bureau of Occupational Programs to ensure appropriate placement and program modification.

B. Identification of Eligible Students

Basic to placing special needs students in either special or modified programs is accurate identification of eligible students.

The following criteria, therefore, are used in identifying eligible students for each category of specialized program service.

- Educationally Disadvantaged - student is a potential dropout (chronic unexcused absences, frequent tardiness), is two or more years below proper grade for age, has insufficient communication or computation skills for regular vocational program, is unable to form responsible relationships within the school or community environment, and/or exhibits other evidence of failure which might prevent success in a regular vocational program. (Identification is the responsibility to the local educational educational agency.)

- Handicapped - student is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or has other specific learning disabilities which may prevent success in a regular vocational program. (Identification and classification is the responsibility of the child study team.)

- Limited English Proficient - student's native tongue is other than English, and/or student comes from an environment where a language other than English is dominant and, by reason thereof, has difficulty in speaking and/or understanding instruction in English. (Identification is the responsibility of the local educational agency.)

C. Description of Specialized Vocational Programs and Services

The following is a description of programs and services supervised by the Bureau of Special Programs.

1. Technology for Children

Technology for Children (T4C) is a multi-sensory, multi-media, hands-on approach to career education for all elementary school children (K-6) that introduces new, emerging and present technologies, as well as world or work concepts, into the disciplines of language arts, science, mathematics and social studies.

Principally, this career awareness program helps students better understand the vast number of jobs available in professional, service and nonprofessional fields.

2. Introduction to Vocations

Introduction to Vocations (IV) is a program designed to provide all students in grades 6-12 with career exploration. Intended to be taught through a team teaching approach, the program is implemented through classroom instruction, hands-on activities, field trips, job visitations and presentations and demonstrations from business and industry.

Introduction to Vocations is designed specifically to bridge the experience gap between the elementary career awareness program (Technology for Children) and the educational/occupational courses and programs offered in both comprehensive and vocational/high schools.

3. Employment Orientation

Employment Orientation (EO) is a two-phase, in-school, hands-on vocational program designed for special needs students. The program offers simulated work experiences to help students develop sound work habits and attitudes and relate satisfactorily to their peers and superiors and a diversity of basic skill training experiences to help them develop interests and determine aptitudes and abilities.

Employment Orientation is specifically designed to bridge the gap between exploratory experience (Introduction to Vocations for special needs students) and placement in part-time employment (Cooperative Industrial Education for special need students).

4. Work Experience and Career Exploration Program

The Work Experience Career Exploration Program (WECEP) is a specially designed cooperative vocational education program which enables 14- and 15-year-old disadvantaged, handicapped and/or school-alienated youth to explore career possibilities and accumulate graduation credit through a combination of job-related classroom instruction and regularly scheduled, part-time, paid employment. The ages of students eligible for enrollment in the program demands that job placement be in non-hazardous occupations for a maximum of 23 hours of training per week.

The ultimate goal of this program is to help school-alienated or disadvantages youth see purpose and value in education, develop a feeling of self-worth, attend school regularly and attain the job skills that will lead to basic employability.

5. Career/Vocational Guidance and Counseling

Career/Vocational Guidance and Counseling is a service that assists all persons in identifying their present level of career development needs and developing options for attending to those needs. This service includes: individual and group counseling, student assessment and testing, in-service training for other in-service personnel and coordination of parent, community, industry and labor resources.

Job placement, a major component of this service, places students (ages 14 and older who are not being served by any other vocational educational program) in after-school, weekend and/or vacation-time jobs. These jobs provide students with financial resources and the chance to explore skills and interests that may improve their ability to formulate further career plans.

6. Experience - Based Career Education

Experience-Based Career Education (EBCE) is a career exploration program designed to help high school students gain more realistic information about occupations, work roles and work attitudes through unpaid, in-school and out-of-school experiences.

The following are vital components of all EBCE programs:

* Career Counseling, provided in a class that meets at least 120 minutes per week, focuses on identifying career interests, aptitudes and abilities; understanding the world of work; developing general employability, decision-making and problem-solving skills; and developing related academic subject skills.

* In-School Career Exploration, a part of the classroom experience, provides an opportunity for students to explore careers of interest through the use of printed and visual materials and community resource speakers.

* Community Career Exploration, an out-of-school experience, affords students an opportunity to spend up to 18 hours per cluster/community site in unpaid job sampling. This experience is supervised by both a school-based coordinator and a site supervisor.

7. Industrial Arts

Industrial Arts (IA) provides a planned series of experiences and activities for all students (elementary through high school) outlining the industrial and technological aspects of life.

Through real and simulated experiences with tools, materials and processes, students gain insight into industrial operations such as (but not limited to) manufacturing, construction, communication and transportation/power/energy.

These experiences assist students in making career and life-style choices and prepare them for entry into advanced vocational and technical education programs.

8. New Jersey-American Industrial Arts Student Association

The New Jersey chapter of the American Industrial Arts Student Association (AIASA) is a vocational student organization for elementary, middle, junior high, and senior high school students who are presently enrolled in, or have completed, industrial arts courses.

Programs of AIASA are designed to develop students' leadership skills and personal abilities as they relate to the industrial-technical world.

Supervised by certified industrial arts personnel, activities of AIASA are integrated with classroom activities and include (but are not limited to) individual/group projects, contests and school/community service.

9. Work Study

Work study is a noncredit financial support program designed to help needy vocational students remain in school by providing them with jobs outside of school hours to help alleviate their financial problems.

Students eligible for this program must be enrolled in vocational programs approved by the Division of Vocational Education and Career Preparation and must be between 15 and 20 years old. Jobs for students in the program must be located in public agencies.

10. Summer Coupled Work Study

Summer coupled Work Study is a program which affords needy students, 15 to 20 years of age, an opportunity to earn and learn by combining a paid work experience with meaningful in-school vocational activity. This program joins together components of Work Study and Employment Orientation.

Students participating in this program spend five hours a day on the job and two hours a day in a hands-on, in-school vocational program. Jobs for students in the program must be located in public agencies.

11. Learning Exchange Program

The Learning Exchange Program (LEX) is an interagency effort providing cooperative industrial education students in New Jersey with career training and hands-on experiences not ordinarily available to high school students. Many of the trades and occupations for which students are trained are highly skilled and technical in nature, involving million dollar aircraft and airground equipment.

The agencies participating in this cooperative training are the United States Department of Labor, the United States Department of Defense, the New Jersey Department of Defense, the New Jersey Department of Education and local educational agencies.

Offered at local National Guard work stations, the program uses full-time guard personnel and guard facilities to prepare student-learners, on a one-to-one basis, in various trades and occupations. Participating students receive a stipend equal to the legal federal minimum wage and also earn up to 15 credits toward their diploma. LEX differs from other cooperative industrial education programs in that the local board of education, as opposed to the employer, pays the student's salary and provides for the necessary payroll and worker's compensation services through a contract with the State Department of Education.

12. Cooperative Industrial Education for Special Needs Students

Cooperative Industrial Education for Special Needs Students (CIE III) is a program wherein disadvantaged and/or classified students work toward career goals and graduation credit through a combination of job-related classroom instruction and regularly scheduled, part-time, paid employment, both supervised by the same teacher-coordinator. Emphasis in this program is placed on entry-level skills and adjustments needed to proceed from full-time school to full-time employment.

All cooperative vocational education programs are under the direct supervision of the Bureau of Occupational Programs; however, the Bureau of Special Programs provides support services important to the effective implementation and operation of Cooperative Industrial Education programs that serve disadvantaged and handicapped populations.

Module II
Units I - III

ASSESSMENT, COMMUNITY AND CAREER RESOURCES

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K5-214	Gregg Quick Filing Practice A short, complete course in alphabetic card indexing and filing, alphabetic correspondence filing and subject correspondence filing 4 cardboard pieces, 12 index tabs, 94 filecards, 1 student guide.	MGH PNA
BI-K5-217	On the Job Program developed to teach young people the skills needed to get and hold jobs-presented in Spanish. 14 cassettes, 24 student booklets, 1 guide	EDD
BI-K5-218	Getting A Job Presents the real-life problems recent high school graduates and other young adults encounter when looking for a job. Presented in Spanish. 9 cassettes, 24 student booklets, 1 guide	EDD
P5-150	Learning About Careers K-6 Teaching pictures on career education 20 pictures, 1 guide	DCC 8.75
SM5-1	A Career is Calling Grades 7-12 Topics covered are personal inventory of one's skills and interest. Jobs for the future, the idea job, changing role or women, interpersonal relations on the job and effective communications. 8 dittos with guide	Bell Tele. NC

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2021 K Street, N.W.
Washington, D.C. 20006
(202) 296-8892

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Joseph Kelly, Director
Div. of Vocational Education
N.J. State Department of Education
225 West State Street
Trenton, New Jersey 08625

Handbook for Professional or Vocational Rehabilitation:

N.J. Department of Labor
Div. of Vocational Rehabilitation
Services
John Fitchway Plaza
Trenton, New Jersey 08625

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Occupational Resource Center
Campi Kilmer
Edison, New Jersey

A Counselors Guide to Apprentice Training

Joan Birchenall, Director
Bureau of Occupational Programs
Div. of Vocational Education
225 West State Street
Trenton, New Jersey

Colleges List for Accepting Students with Learning Disabilities:

Time Out to Enjoy, Inc.
715 Locust, Suite 100
Oal Park, Illinois 60301

Senior High Career Education Assessment Instruments:

Edward Haldeman
Bureau of Occupational Research
Development
Div. of Vocational Education
225 West State Street
Trenton, New Jersey 08625

Grades 7, 8 and 9 Career Education Assessment Instruments Concerning Attitudes:

Dr. William Bingham
Ms. Ginger Mark
Div. of Vocational Education
N.J. State Department of Education
225 West State Street
Trenton, New Jersey 08625

Module III: INTERVENTION STRATEGIES FOR CLASSIFIED PUPILS IN VOCATIONAL SETTINGS

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Module III

INTERVENTION STRATEGIES
FOR CLASSIFIED PUPILS
IN VOCATIONAL SETTINGS

MANUAL

Manual
Module III

Intervention Strategies
for Classified Pupils
in Vocational Settings

Case Studies

OBJECTIVE

To increase the understanding and knowledge of participants in dealing with classified pupils in the affective domain.

GROUPING

Split participants into groups by teams (8 persons each). This may necessitate some groups handling the same case. The facilitator can use the same case for all participants or use different cases for each group. Time would determine which strategy to use.

MATERIALS NEEDED

Handouts
Chart paper
Magic markers

DESCRIPTION OF ACTIVITY I

Trainer distributes Handout I (Introduction) to participants to read before activity begins. The trainer then distributes to participants case studies (Handouts 2-5).

> Read the case studies and respond: How would you, in your professional role, handle this situation? Use debriefing questions as a guide.

NOTE TO TRAINER

While reading the case study, have participants consider the following questions:

1. What are the specific behaviors you wish to pinpoint in order to eliminate the negative behavior?
2. What process would you use?
3. What specific techniques would you use in the classroom setting?
4. What specific techniques should be used outside the classroom setting? By whom?

5. How would you involve the pupil or family in these interventions? Be Specific.

6. What would be your monitoring or follow-up procedures?

7. If the proposed plan did not work, what other options would you use?

After reading the suggested strategies, compare your strategies with what you read. Discuss the differences and similarities in your comparisons.

Have participants share the strategies that they have determined for their specific case with other groups.

NOTE TO TRAINER

You may wish to list these on chart paper so participants may consider the various reactions.

Distribute to each group the appropriate handout (Handouts 6-9) for participants to review the analysis of the intervention and the appropriate interventions for their particular case.

DESCRIPTION OF ACTIVITY II

Have participants read the analysis of the intervention.

1. Critique how the situation was handled.

2. Compare your handling of the situation to what actually happened.

3. Read and discuss suggested intervention strategies. In light of what you have read, what other intervention strategies would you suggest?

Module III

INTERVENTION STRATEGIES
FOR CLASSIFIED PUPILS
IN VOCATIONAL SETTINGS

HANDOUTS (HO-1 - HO-9)

Introduction

Identification of Behavioral Problems in a Vocational Education Setting: What can we do?

Behavioral problems can be classified from a practical point of view. Just a little practice and experience should make for mastery.

To begin with, when a student's behavior is disruptive to the class, damages property, or effectively makes learning and teaching impossible, one should never try to classify the student into either a manipulator or handicapped person as if these categories are mutually exclusive.

It is clinically apparent that many people with severe physical or mental handicaps, e.g., blindness and schizophrenia respectively, are also manipulators. Even the mentally retarded can be extremely manipulative. They can be so manipulative that an experienced teacher with high intelligence can be putty in their hands.

The reason for this is not because the intelligent teacher is not as bright as a retarded student. These manipulations are successful for several good reasons. When one is handicapped or unable to compete with peers, the self-image may be augmented when he gets others to do what he can't do. For example, if one is poor in math, he can bolster his self-image by letting the student who is good in math do the work while he only has to learn how to copy the result without getting caught.

The inept man who manipulates his neighbor into fixing his car can have solace in the knowledge that he is shrewder than his talented but naive "sucker" neighbor. When a chronically handicapped person manipulates others from childhood, he gets very good at it. He gets to be a better manipulator than the neighbor gets to be a mechanic or another student gets to be a mathematician, or perhaps even better than the teacher gets to be a teacher.

The manipulator becomes highly motivated not only because of his ego or self-image but also because there is a direct correlation between the amount of general handicap, dependency on others, and subsequent need to use others in order to survive.

How about the vocational education student who is not disabled?

Does the above apply? Yes it does. When a student manifests a behavior problem, it indicates that the student has an emotional problem and therefore a handicap. The student with the behavior problem was unable to keep up with academically minded competitive peers in the past, or because of other problems, feels he must shoot for lower levels of success if indeed any vocational goal is present at all. His self-image is probably low. During the period of adolescence, students are trying to gain status and develop vocational goals and vocational identities.

Often in adolescence the student gives up, at least temporarily, in trying to achieve status in a desirable way (e.g., by being best) and develops what is known as a negative self-image. He may idealize the worst older adolescent or adult model in his neighborhood. In other words, if he can't be the best, maybe he can derive status from being the worst. Put in another way, he must want to become the best pimp, or practical joker, or most irresponsible risk taker.

In order to help the vocational education student into a situation of self-reliance, the teacher must not try to totally suppress the adolescence itself. An adolescent who learns a trade but never will make it into adulthood emotionally has learned very little.

It is emphasized here that the classification to be presented does not classify the student but instead classifies the behavior. If we know what the behavior is that is causing the problem, then we can direct out energies to do something about it.

Our society does not tolerate the emergence of independence of our youth, and so it tries to control the budding citizen by subterfuge. We try to manipulate our youth in spite of our knowledge that in most cases we will fail. It is not surprising therefore, that for an adolescent to make it to adulthood he will have to countermanipulate. Add to this the special need to manipulate by the handicapped, underachiever and students with poor self-images (see above) and one can understand the basis for the practical classification of behavior disorders in vocational education classes. The behavior problem is either explained as a manipulation, or it is due to other factors. Restating this as a practical clinical rule: Assume that all "maladjusted behavior" in the school setting is manipulative in nature until proven otherwise.

Adolescents have learned and will learn manipulative techniques in two principle ways. One way is by imitation of parents, teachers, peers, etc., and the other way is by trial and error - - attempting almost the full array of potential human behavior and holding on to the tricks that work.

Manipulations may be thought of as classifiable in two broad types. There is, however, considerable overlap as one may consider a given manipulation as one or the other depending on the perspective. In the first case, there are certain stock, fixed, and almost universal maneuvers which can be counted on to work to some degree, even if the student does not yet know the teacher. The other type of maneuver involves a subtle play on the teacher and the teacher's responses. Here, the manipulator is more flexible and will try another trick if the first doesn't work. It is this type of manipulation which is more difficult to notice.

When misbehavior begins in school or at home the adolescent child is threatened. The teacher says: "I'll have you do extra work; I'll keep you after school; I'll send you to the principal and so forth." When the parents are called they may simply become enraged at the school for annoying them. Well, that wasn't too difficult for our misbehaving student to handle. But then again, the parents may threaten to beat the child again, or to restrict her to the house for a month, or to deprive her of her prized possessions. Sanctioned by school authority and parents, the adolescent learns that threat is a socially acceptable method of manipulating other's behavior. She also learns by her own reaction that for a while anyway, it is an effective technique.

Perhaps the most ubiquitous techniques used by the misbehaving student is the use of insidiousness. Here the student finds some type of obnoxious behavior which he can produce and in so doing predictably controls the behavior of the teacher. Setting a fire is an exaggerated example, but other examples of such behavior include incessant noise making, constant movement which will at least tire a teacher, negativism and especially, by violating safety standards.

The technique is tried and will work in most cases because a student has already learned something about the vulnerabilities of teachers even before entering his classroom. He knows that murdering children is abhorrent to teachers, principals, psychologists, etc. He knows that teachers want to have professional satisfaction in their work by helping students. Therefore, he knows that the angrier he can get the teacher, the less satisfaction the teacher can get by helping him. He knows that he will produce associated guilt in the teacher for the hostility generated. By a simple hate producing act, the student has helped the teacher feel useless, impotent, feel that he has made a mistake in choosing his life's work, and feel guilty for wanting to hurt or punish the student rather than help him.

A crucial point to keep mind is that behavior can be changed when the general environment and ideals in the environment change. A killer who is rewarded for killing in a war situation can be influenced to behave as a humanitarian who risks his life to help people live by a simple act of discharging the soldier from the Army, and allowing him to return to his job as a fire fighter where his ideals are quite different.

Concluding Statements:

In general, therefore, the following principles should be kept in mind:

1. Misbehavior in students is usually manipulative;
2. To understand the behavior is to understand the nature of the manipulation;
3. When we see what the student is manipulating for and how he is doing, we can have a basis for an approach to try to regain control;
4. Because all people can be manipulated, we must be humble and seek to realize how we are being manipulated as soon as possible, rather than waste our time and ourselves in trying to prove that we are not being manipulated or that we are in control;
5. Where severe behavior problems exist, regular meetings, e.g., with a Child Study Team are necessary so that we can remain objective, be willing to try, and in realizing failure be willing to try another tactic rather than simply feeling hurt and giving up;
6. One must never give up because even if the educational system is running out of time the vocational rehabilitative system is available to take over;
7. When we get angry or feel like giving up we are generally being successfully manipulated by the student;
8. Efforts must be made to keep the class status system positive and this can be accomplished by devoting most of our attention and giving rewards to the achieving student while avoiding as much as possible reinforcing the problem behavior;
9. Where the behavior appears to be neither manipulative nor normal, it is right to suspect mental illness and so a complete evaluation by the Child Study Team is indicated;
10. Avoid using genetics, mental illness and metabolic defects as ready excuses without definite proof.

Case I: Johnnie's mother and father are called in to see the principal.

Case Information:

Johnnie is in the vocational education program. He exhibits a combination of daydreaming, refusal to do homework, and continual involvement in horseplay. He finds himself in situations where he has to defend his class status, which is that of the class clown.

A jealous classmate has tried to put him down to the rest of the class suggesting that he is an immature idiot, or the student may have directly challenged Johnnie, as he felt he had more chance at direct overt aggression in the form of fighting than by competing with Johnnie in the subtler art of clowning. It would only require a statement concerning Johnnie's mother to trigger Johnnie's retaliation.

When one is frequently challenged to fight and has a lot to defend, that person will fight often, develop experience in fighting, and in time become a very good fighter. It is not surprising, therefore, that in most instances Johnnie would quickly whip his adversary by one or two punches. If this class hero, defender of the class honor against the demeaning adult authority, were to lose - he could quickly regain his place of honor by a well thought-out maneuver; e.g., by placing dog feces in the other boy's lunch bag. Johnnie is resourceful and he has learned to use powerful weapons.

His parents are rather typical. Johnnie's father works hard in a factory to support his family. He resents his supervisors but he listens to orders because he feels insecure having to support a large family. He lives conservatively with a degree of boredom and stress. It is no wonder that Johnnie's father has often told the story of how he dared to grab a prior boss by the collar, threaten him, and quit the job before he could be fired - - just to prove that he is a principled man who would rather starve than sell out for food.

While there is an element of truth to this story, Johnnie's father at times had to draw from fantasy. He cites how he singlehandedly beat up a boy twice his size in his youth when the fantasied boy made a nasty remark about his mother.

Johnnie is not so easily fooled. He knows his father is tough. Every time his father said "yes" to his boss with a forced smile he would come home in frustration and hit Johnnie. Every time Johnnie came home in the third grade with fear of sixth grade bullies, Johnnie's father would spank him. He would call him a faggot for not attacking the leader - - the most ferocious of the bully gang. The message is clear. If Johnnie avoids a fight because of fear of injury, his father will injure him even more.

Johnnie's teacher has run out of ordinary ploys in dealing with him, that is why a conference was called. Let the principal figure out something, deal with the parents (usually by humiliation and threat), or place him somewhere other than school. Johnnie's teacher has already threatened him with: "I'll call your mother; I'll have you suspended; I'll have you do extra work; I'll keep you after school; I'll send you to the principal." Once, a day after Johnnie answered a threat by dripping lubricating oil on the floor to the delight of his peers, the teacher brought him an old Bugs Bunny comic book as he had heard that Johnnie was a comic book buff.

Johnnie is not that concerned about the scheduled meeting between him, his parents, the teacher, and the principal. He more or less knows what to expect. When Johnnie's father first received the message that he would have to meet with the principal, lose a day's work, and face the humiliation that he and his wife were raising an incorrigible trouble maker he threatened to throw him out of the house. He told Johnnie that he was not to leave the home for a month. In a rage, he hit Johnnie across the back with a chair. Johnnie knew what to expect - just more of the same. Johnnie was taught by his father that masculinity is defined by aggression and stubbornness.

The principal is also well prepared for the meeting. He has been to countless numbers of them - - one seemingly identical to the others. The principal wonders again why such meetings are called. He understands the perfunctory nature of the whole affair. The school had to do something. By being the principal, he is called upon to do it. He knew very well about incorrigible students, ineffective parents, and the teachers living in utmost frustration. He knew that the juvenille correctional facilities, courts, residential schools, teaching foster homes, and even mental hospitals are operating beyond their budgetary limitations and could not or would not help except in rare instances in this type of problem. He has mustered up the energy to function in his role of principal.

At the principal's office, Johnnie's mother and father are noticeably angered. They are giving hostile glances toward their son and alternating gentle appreciative countenances towards the school authority. The teacher recites a laundry list of charges and explains how he has tried everything, especially in the realm of threats and insults, to change Johnnie's behavior. The principal chimes in with statements indicating in no uncertain terms that Johnnie's behavior will have to change. This is an actual or implied threat that Johnnie will be expelled if the change does not occur. Johnnie's parents are also told that in order to remain in school, he will have to see a counselor.

Perhaps residential schooling is mentioned. The meeting ends in a sort of strained optimism where Johnnie's parents indicate forcefully that they will do something soon about their son's behavior.

Everything about the meeting suggests frustration, including the reason why the meeting was called. The teacher was thoroughly frustrated and angered by his impotence in controlling Johnnie's behavior. He defends himself by limiting his responsibility to showing the class technical points involved in the trade. If Johnnie doesn't want to learn, it is his fault. If Johnnie is a behavior problem, then it is his parent's fault. More than once, the teacher felt like hitting the boy and felt defeated when the law held him back. The meeting concluded open-ended. Johnnie's parents would have to solve the problem.

Johnnie will probably be hit or threatened. It will all be worth it to prove to his dad that he will not tolerate authority and will risk any injury to prove that he is a man. Having to tolerate a beating will just sweeten the victory. When he returns to school, he will prove to his teacher that neither the punishment nor the threat of punishment will work. Doubtfully able to capture the prize for best in his class, the status of being worse is too important to give up easily.

Case II: Jane wants to control the teacher in cooking class.

Case Information:

Jane is repeatedly disrupting the class. Sometimes, she makes noise incessantly. At other times, she appears particularly animated making constant movements. She is guilty of violating safety standards and she insists on doing step B before step A, after the teacher emphasized the importance of the right order. Hostile glances, remarks intended to humiliate the girl in front of her classmates, and progressive threats have tended to worsen the behavior.

When the student was reviewed by the Child Study Team, it was noticed that Jane had difficulties through her childhood. In grade school, her mother was called to school because Jane was very active in class and would not sit quietly when requested to do so by the teacher. At that time, it was determined that Jane had low-average intelligence. A brain wave test revealed some abnormal brain waves and it was theorized by the neurologist that Jane may have seizures. It was also noted on the report that sometimes misbehavior is due to seizure activity. Later on, Jane's mother took her for a glucose tolerance test. The report of this test stated that Jane develops a borderline low blood sugar when given a test dose of sugar solution to drink, but no definite diagnosis of illness could be found. By discussion with the physician at that time, Jane's mother learned that sometimes misbehavior is due to low blood sugar. She was advised to reduce her daughter's carbohydrate intake.

Although the physician did not feel it necessary to place the child on medication for minimal brain damage at the time, Jane's mother was advised to try to feed her food without artificial additives, because sometimes misbehavior is due to an allergic reaction to such food stuffs.

In Jane's rebellious behavior, which seemed to increase since puberty, her mother noticed that Jane was eating candy when with her friends, against her mother's advice. Her mother felt somewhat guilty because except for the initial few months after the food advice was given, no effort was made to avoid the artificial colorings and other additives in the food. Just trying to stay up with all of the crises involved when attempting to raise eight children in a broken home was all that Jane's mother could possibly do. Buying special foods and preparing special meals for Jane was both too costly and time consuming for Jane's mother.

The allergic cause of misbehavior is also real and probably even rarer than the above. Examples of dramatic cures can be found but this issue is not very significant in the overall management of behavior problems. In a similar way, epilepsy can cause misbehavior and the cause is rare. The finding of abnormal brain waves or even clinical epilepsy does not at all suggest this as a cause.

By making the error of ascribing Jane's behavior to organic factors, we have seen her as permanently handicapped and in need of our sympathy. It must be realized that even blind people, schizophrenics, or other people with various physical and/or psychological handicaps also can manipulate. At times, they may need our sympathy and special efforts, but we are not doing the handicapped a favor by tolerating their misbehavior which is manipulative in nature.

Jane learned that her insidious behavior eventually worked in her favor by either causing hostility in the teacher, guilt, and teacher withdrawal such that her behavior was ignored. She could do anything she wanted to without intervention, or the teacher would display open hostility and then bend over backwards to cooperate. The teacher may have avoided this reward by identifying her behavior as purposive, just as much as if she had thrown a rock through the window or started a fire for effect. She could have been warned that her behavior would have to improve or she would not, because of unpreparedness on her part, be allowed to progress to the next project. The teacher must try to indicate to the class that, although Jane seems to be grandstanding, she is really too immature to be trusted to cook and she must therefore await maturation before more responsibility is given her. If a negative value is placed on her behavior, rather than a positive one to her peers, Jane will try to regain status. More attention should be given her when she does well than when she misbehaves. If she does step B first, she should be stopped and asked to study the situation with the hope of understanding the process, while attention is paid to those who are following instructions.

What if Jane continues to violate safety rules and increases the chance of fire, even if only very slightly? The class and the school must be protected. She can be taken to the principal's office that day and perhaps suspended until Jane's parents can come in for a consultation. If this is done, it should be done for the protection of the class and in order to help Jane, not as a result of angering the teacher by chancing the teacher's previous threat.

If both teacher and parent show more interest in Jane's achievements, less in her immature behavior, greater attention is shown her misbehavior only when it is intolerable to the class and for the purpose of removing her from the class, her behavior will change. At all times, it should be understood that if Jane's behavior changes for the better, there will be no grudge held against her. If her behavior is so bad that her permanent removal from class will become necessary, so be it. The teacher can do her part but success in every case can't be expected. Hopefully, the next group having to deal with Jane's behavior will be more successful, as the chances of eventual success were made better by the correct behavior of her teacher.

Case III: Tim breaks the rules again in shop.

Case Information:

Tim is nearing the completion of his high school career. One gets the definite impression from him that although he has spent many years in school, he has learned nothing. Although this situation is not unusual, his other attributes make him interesting. Tim is a quiet boy with a shy but genuinely timid smile. Throughout his entire school career he has managed to give teachers the impression that he had great potential.

It was in the sixth grade that his plans to go to college were given up as he seemed unable to learn multiplication tables or to remember to bring his homework. It was also decided about that time that Tim liked to do things with his hands. Actually, Tim never demonstrated that he was handy at all, but it was manual labor that he was most associated with in grade school. He used to break pencils in pencil sharpeners and lose blackboard erasers miraculously after having volunteered to clean them. Once Tim was asked to plug a slide projector into the wall and he caused himself to have a shock. Tim has always been thought of as a nice kid who was accident prone.

His father is an episodic drinker who would come home on occasion, find some fault with him and hit him. Tim's mother is ordinarily a dominant parent unless Tim's father is in a rage. Tim learned a long time ago that one way to avoid punishment at home is to cry easily and behave as if he is being tortured. If he tries to tolerate his father's punishment without crying or pleading, his father's violence escalates. Although Tim's mother understands his suffering, she has taught him to tolerate his father's excesses just as she does when her husband may hit her.

Tim grew up as a compliant child. Probably from fear of retaliation, he would never overtly express anger to authority. He would only disagree if he felt sure that his disagreement would not be taken seriously and that it would never offend authority.

Tim had been repeatedly told as part of his class and also individually, that he must never put the "on-off" switch of the drill press into "on" position until he has lined up his work. A peculiarity of the drill press in class made its operation dangerous unless this rule would be followed. No more than two minutes after the class was reminded of this precaution, the teacher notices that Tim broke this rule. He has done similar actions in the past.

Case IV: Margie controls her life in school by dividing, gathering allies, and conquering.

Case Information:

Margie is a pretty girl who has many friends, enemies, and always seems to be in the middle of things. Just last month she was exonerated from a charge of selling marijuana in the school lavatory. She wasn't even in school the day she allegedly committed the crime. Margie has some sort of a severe headache problem which keeps her home from school on occasion.

She is the second born of three sisters. She ignores her younger sister, and considers her older sister a busybody who always minds the next person's business. After her father deserted the family in her early childhood, her mother often delegated parental authority to Margie's older sister.

Margie's mother comes home tired and irritable after working all day as a legal secretary. If there are dishes in the sink, or if the floor is not washed, Margie's sister gets screamed at, and is made to feel guilty. Her mother explains defensively from time to time that her boss is a sadistic man who drives her very hard, because he knows that she has to earn a living so that her daughters can be brought up decently.

Margie's sister tries to delegate work to her and tends to scapegoat her. Margie reasons that her sister is not her mother. She complains to her mother that her sister threatens her and demands that she do everything. Her mother declares that none of her children have to undergo the same treatment she is receiving every day from her boss. Then she screams and punishes Margie's sister.

Needless to say, when Margie's older sister began being truant and became involved in marijuana abuse, this forced her mother's appearance in court on more than one occasion. Margie's mother then would favorably compare Margie to her sister. Her mother would develop severe headaches from time to time, and on weekends would demand that her children leave her alone so that she could recuperate for the next week's ordeal.

When Margie was growing up, and also entering adolescence, she vowed years before never to allow herself to become dependent on a man or anybody else for that matter. If you trust a man he'll probably leave you anyway. If you work for a boss and show weakness, they'll exploit you every time. While growing up, Margie noticed that she needed freedom. Why should she have to get stuck like her sister and run the risk of being punished and criticized for her efforts. With little love between Margie and her sister, Margie found it very easy to tell her mother that her sister lied - that she never told Margie to sweep the floor and make the beds. And if her sister was away at some reform school for a while, her mother readily believed that it was Margie's younger sister who messed up the floor after Margie swept it. After all, unlike her older sister, Margie always helped out and told the truth.

Margie was evaluated last year by the school psychologist, after she had complained of unhappiness and confusion. This accounted for excessive absences allegedly due to violent students in the school who threatened her. Margie indicated that she wanted help. Psychological testing revealed a non-psychotic girl with average intelligence and enormous insecurity and identity problems. Although superficially sociable, she was very careful to hide her inner feelings of insecurity and weakness. Some compulsive traits were noted. After the testing was complete, a vague suggestion was made that Margie might benefit from therapy. She accepted the offer that she drop in to see the school psychologist.

Her teacher is having a terrible time with her. In the course of events at school, the teacher becomes very angry at Margie. Margie seems to have been having a good time rebelling in her vocational education classroom. She massively misbehaves. Margie talks, walks, and plays at will. She takes the position that she is adult and will not allow herself to be abused by having her freedom taken from her by her teacher. Her behavior is far worse this year than last. Margie admits in half jest, but openly, that she smokes marijuana and used "pills" if available. Margie affirms that she is an individual who is free to obey or disobey rules as she sees fit. She has been suspected of being involved in a student ring that has been breaking into lockers.

Analysis of the Intervention Case I

Fundamental errors in the handling of this case can be brought out. Johnnie is being handled by the principle of progressive threat. Adolescents will eventually chance threats, so as not to remain compliant children. Each time they are punished, e.g., by suspensions, court appearances, they receive more threats. When the student is forced to the principal's office, he finds out that principals aren't so bad. He also is getting more prestige in his classroom, while being given attention and status by using the principal's, teacher's, and parents' time. He has another opportunity to rebel and win. Where the threat of jail may act as a temporary deterrent, the actual incarceration will prove to the student that the reality is not nearly as bad as the fantasy.

After he learns that he can do jail time easily, the deterrent of the threat of incarceration is all but gone. Every time a judge threatens progressively, he is leading the student to the same fate. In most cases progressive threat will produce the effect opposite to the intended. It will provoke the behavior and fail to stop it by fear. When an authority figure presumes to have the power to control behavior and uses threats, the responsibility for the act is taken from the student and given to the authority. If the authority fails to control the behavior, it is clearly the authority's fault.

Another basic error in the handling of this case concerns the role of the school and teacher. If a student is put into vocational education classes because of behavior problems, it is not the primary task of the teacher to transfer technical knowledge. If Johnnie had followed directions, paid attention, and applied himself, he may have been taking an academic curriculum. The teacher's goal is to transform the child with the behavior disorder into a responsible, cooperative, person who likes to learn and can be counted on to follow directions. If this does not occur, the teacher and the system have failed. To approach the conference with the attitude that the problem is the student's or the parents' is abandoning the ship. Not only is the student failing, so is the teacher.

Appropriate Interventions: Case I

What is needed, if possible, is the parents' cooperation. If made defensive, they will inappropriately punish just to prove that they are trying. The school should admit its failure and seek the help of parents. If should be pointed out that factors other than parental neglect are to work. In this way, guilt should be lessened. Parents should then be advised on an ongoing basis what the plans and results are. Their reports of behavior at home, criticisms, and recommendations should be taken into account and discussed. To blame the parents is to create an antagonistic and non-cooperative attitude in the parents. The child's rebellion will be reinforced at home. Even where recommendations for residential schooling, placement in teaching foster homes, or even involvement of the courts are contemplated - a cooperative parent is a valuable member of the team effort.

Analysis of the Intervention: Case II

What then is happening when Jane misbehaves in school with continuous noise, animated movement, shaking, and violation of safety standards? If we can understand the origin and meaning of the behavior, perhaps a plan can be devised. The teacher, aware of Jane's problems, has tried to ignore the situation before, but enough is enough!

Jane's teacher is irritable. She dreads coming to work each day. Instead of teaching cooking, the teacher seems to spend most of her class time either yelling at Jane, sneering, or finding reasons to sneak off for temporary relief. She questions herself as to why she wanted to become a teacher and delves into the apparent futility in trying to teach a handicapped, brain damaged, behavior-problem pupil.

Jane has a different view of the situation. Since childhood, she has felt largely ignored or deprived at home, as her mother always was too busy. She learned a long time ago that the way to get some attention from her mother and some affirmation of her mother's love is to annoy her. Either her mother would take the time to try to teach her to behave, or she would punish her only to feel guilty and try to compensate by giving her a new toy the next day. It was when her mother became completely frustrated in the past that she followed the physician's advice and had her daughter go through glucose tolerance and brain wave tests.

Jane had learned that her misbehavior in school would give her status, and lead to similar consequences from her teacher as she had come to expect from her mother. If at times her manipulative behavior became too much to bear, she could always cut down on her candy and improve. Jane not only succeeded in controlling her cooking class, but she managed to control her mother, and the Child Study Team.

Appropriate Interventions: Case II

Basic errors in handling the above case are also obvious when one tries to analytically reassess the situation. In the first case, it should be assumed by teachers that misbehavior is due to student manipulation until proven otherwise. It is all too easy for parents and teachers to accept organic or illness interpretations of the behavior so that the family and school shed responsibility. Nobody could blame Jane's behavior on her parents or teacher, if the cause were due to a biochemical cause.

This is probably why the suggestions of epilepsy, hypoglycemia (low blood sugar), or allergic reactions are taken so seriously. In fact, very normally behaving people can record very low readings of blood glucose on the glucose tolerance test and not show misbehavior. The only way the low blood sugar can be rationally blamed for maladaptive behavior is when the misbehavior occurs just when the blood sugar is low. In practice this is quite rare. Usually, when hypoglycemia is implicated, it is the low blood sugar response to the glucose which suggests the diagnosis. It is significant to note that the investigator who draws the blood during the low sugar phase sees no misbehavior.

Analysis of the Intervention: Case III

In the teacher's mind, Tim is timid and mostly needs confidence if he is to be successful in anything. In the past, whenever Tim was criticized for not following a rule, he would look very insulted and try to suppress a cry. He'd cower and withdraw in obvious psychological pain. Tim's mother reasoned that Tim is compliant and has always tried to please. Even if he does not succeed, he does try. Although Tim's teacher does not want to expose him to unnecessary danger, he decides, as other teachers have in the past, to gently re-explain the situation and give him another chance. If Tim can't learn to be confident now, his high school career almost over, he isn't likely to be able to do anything forever.

In Tim's mind, he has successfully manipulated his teacher. Afraid to rebel overtly, he derived satisfaction from not obeying the rules. After all, the operation wasn't so dangerous anyway. He should remember not to put his hands in dangerous areas. By taking such chances, Tim always seemed to feel less afraid and more grown up. With his smile intack, few people in authority would ever notice that he would break safety rules. If they did, and reacted strongly, he could allow his lower lip to quiver, appear hurt and the chastisement would be replaced with words of encouragement. Tim could feel in control and superior to the authority figure who would try to control hims.

Appropriate Intervention: Case III

There are basic fallacies implied in the way Tim's case has been handled. A subtle factor in Tim's case is the fact that years of training with optimistic attitude inherent while working with a child with "potential" has led to severe frustration and functional abandonment on the part of his teacher. In practice, we should never give up doing what we consider right only because we have run out of time to see out efforts turn into success.

Tim may not learn to be a reliable, productive employee in the short time he has left in school; his life will not end with his graduation. In truth, society will still have to contend with him. If he does not become productive, he will remain extractive and in one way or the other he will survive not on his own productivity, but on the work of others. After he leaves high school, he may become a client of a vocational rehabilitation counselor who will continue to work with Tim. If a teacher can help turn around his behavior while he is still in school, the success of vocational rehabilitation will be almost assured. If efforts made are in the right direction, then the turnaround of his behavior will occur so much sooner, even if it does occur after Tim leaves school.

Another fallacy in this case involves the breaking of the cardinal rule for dealing with misbehavior. Suspect that the behavior is manipulative in nature until proven otherwise. Simply to ascribe Tim's behavior to a careless personality type or to feel sympathy for him while reinforcing his misbehavior is not in Tim's best interests. There is nothing mentioned above which suggests in any way that Tim can't help himself. If there is reason to believe that he heard and understood the class rule, then he could be held accountable for his behavior.

Tim is sensitive to authoritarian attitudes and it is sensitivity in this area such led to his quiet rebelliousness and risk-taking. It is wrong for a teacher to begin handling the situation of switching the machine on with screams, chastisements, or threats. Our shop teacher already reasoned that out and did not punish him. The teacher could have improved dealing with this behavior, however, since the shop teacher has the responsibility for preserving life and limb in his classroom he must not allow any student, even Tim, to put himself in unnecessary danger.

If for whatever reason, a student can't be trusted to obey minimal safety rules, the student must be kept away from the machines. This can be explained to Tim who will certainly understand, if he is not blamed. Tim can be given a job in a non-dangerous area, where his ability to take note of directions and follow them can be monitored. The teacher may say: "Tim, if you didn't keep the drill press switched off as directed because you were preoccupied with events at home, girls, or for memory problems, you will have to practice in following directions before you can be allowed back on the machines."

One can tell a student this kind of thing with respect and without an authoritarian attitude. Possible reward to Tim for his behavior by pointing out that he successfully rebelled against authority must be carefully avoided. Tim must be led to feel that he is losing something by being given a job with sandpaper while he can practice concentration skills. He must also be encouraged with optimism, that if he can learn to handle the rules in the non-dangerous area, then he could doubtlessly learn how to handle machines safely. The teacher, while handling Tim's case, should also spend more time on the students who follow directions and achieve. The teacher must lower his goal for Tim. It is clearly more important for Tim to learn how to follow the directions of authority and respect basic safety rules, than it is for him to learn how to use a drill press.

If Tim complies and a report card is going to be sent home, a comment may read this way: "Tim had great difficulty earlier in the term in truly understanding the nature of some of the directions, however, his capacity in this area is improving." In this way, his father is not angered into punishing him and Tim does not feel that he has gained anything from not obeying the rule other than moving backward into less interesting work, which requires less work as a man. His behavior handled in this way, will probably improve. If Tim would have tried to obviate moving away from the machines by promising to pay attention, it could have been pointed out to him that he should not consider the move a punishment in any way. It is done simply to help him practice certain skills to help him handle potentially dangerous problems in the future more safely. To some extent, the teacher may be blamed for manipulating the student by avoiding a confrontation. It is the teacher's job to motivate and to teach. He must accept his role, which includes being in control of the class and not being controlled by it.

Analysis of the Intervention: Case IV

Margie's teacher is annoyed and deals with the problem behavior largely by ignoring it. She blames the year's crop of worthless modern youths. She hesitates in blaming Margie for suspicions unbacked with hard legal evidence. Margie was blamed and exonerated once before. Her teacher also remembers how her mother looked at previous teacher-parent conferences. Margie's mother flared in anger at the suggestion that Margie's behavior was not ideal.

The school psychologist recently mentioned how cooperative Margie has become. She keeps appointments and tries to solve her deepest problems. The psychologist remembers how angry Margie was at first, but how she calmed right down when the psychologist threatened to recommend residential placement. It was months ago that Margie backed off. Her improved behavior proved to the psychologist that her feeling that Margie needed more structure and discipline to help her security needs was correct.

The frustrations in treating behavior problems are so many that any success, especially recent improvement at counseling sessions, is cherished. Margie more than once expressed her gratitude for the psychologist's time. She mentioned that the psychologist was the only person she ever met who really understood her. Margie also mentioned to the psychologist that she thinks that her teacher may be a bit prejudiced against her. This is because of the previous accusation of drug involvement. The psychologist would like to believe that Margie is telling the truth. He wants to believe that Margie is being helped by an especially good therapist and that counseling is helping her. If Margie proves to be a manipulative liar, then the psychologist will have to feel successfully manipulated. This is not good for most therapists' egos.

Margie has correctly speculated how her teacher would react. The small amount of time with the psychologist easily pays for itself in manipulative gain. Should the teacher complain about Margie, she will appear prejudiced and incapable of handling her. She may be further humiliated when she receives advice on how to handle Margie by the psychologist.

Appropriate Intervention: Case IV

Was Margie's teacher really doing the best she could under the circumstances? No, she wasn't. Teachers must not allow themselves to be manipulated by students. If Margie's teacher called for a meeting with the Child Study Team to discuss the case, she could have described her behavior. Without defensiveness, each member of the team would give an account of their relationship with her. Margie's manipulative behavior would have become obvious. It is extremely important to consult with others in this type of case. Only an entire school effort, after understanding the case, could help the student. Only with frequent meetings of the school staff could a strong defense against Margie's manipulations be maintained.

When manipulation is clear, proof that may stand up in court is not necessary unless the student's behavior becomes so intolerable as to warrant legal action. In order to make a firm unified stand against Margie's manipulation, her mother should be brought in as a consultant and member of the team. If Margie's manipulation fails, if she is not rewarded for the behavior, and if her goals in manipulation (taking control) are not met, her behavior is likely to change for the better. In other words, each time Margie's manipulations succeed, it can be expected that the chance for continued manipulative behavior will increase. When a child succeeds in manipulating significant adults, the child will become more insecure. Structuring Margie's life means to increase the actual control of authority. In this way, Margie can feel rebellious, but too weak to permanently injure herself. With encouragement and maturity, a beneficial change in her behavior may be expected.

Module III

INTERVENTION STRATEGIES
FOR CLASSIFIED PUPILS
IN VOCATIONAL SETTINGS

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(K6-160)

Each of the behavior objectives for the classroom teacher can serve as a demonstration activity for in-service education.

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Skill-streaming the Adolescent
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Structured Learning Approach to teaching pre-social skills, skill modeling, role playing, performance feedback, transfer of training are main procedures of Structured Learning.

3 cassettes, 1 book.
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(FSK10-49)

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Module IV: THE CHANGE PROCESS

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Module IV

THE CHANGE PROCESS

Unit I:
INTRODUCTION/ESTABLISHING A DIRECTION

MANUAL

Unit I: INTRODUCTION

OBJECTIVE

To familiarize participants with the intended goal, objectives and planned activities of the unit.

GROUPING

Total Group

MATERIALS NEEDED

Appendix A (The Change Process)
Overhead Projector
Transparency (Agenda) T-1
Newsprint
Magic Markers
Pencils
Masking Tape

DESCRIPTION OF ACTIVITY

This section is designed to give participants a feel for the purpose and design of the workshop. In addition, it is intended to set a tone and to give the trainer information about participant perceptions and needs.

NOTE TO TRAINER

The trainer should attempt to mentally record the reaction and concerns expressed by participants during this activity and to try, wherever possible, to use it as a basis for generating examples and analogies in the subsequent sections. The trainer should read Attachment A (The Change Process) in preparation for this activity.

ACTIVITY SCRIPT/FORMAT

The trainer concludes the review by reminding participants that developing and implementing a back-home plan will require a combination of training, technical assistance and their own commitment to the task. The trainer may wish to use Machiavelli's statement in the Prince to illustrate the difficulty in bringing about change. "...there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage, than the creation of a new system." Point out to participants that it is the intent of this project to provide the training and technical assistance to do the job. They will have to provide the commitment.

OBJECTIVE

To identify the concerns of participants relative to developing and implementing an action plan for assuring effective educational programs for handicapped children in the vocational setting.

GROUPING

Large group

MATERIALS NEEDED

Newsprint
Magic Marker
Handout 1 (Concerns Questionnaire) H-1
Pencils
Appendix B (Concept of Concerns About Innovation)

DESCRIPTION OF ACTIVITY

The purpose of this activity is to provide participants with an opportunity to express some of their personal concerns related to applying what they have learned in the previous units and using it to develop a back-home plan. It also provides an opportunity for the trainer to collect information about the participants that can be used to make the presentation of subsequent material relevant and individualized.

NOTE TO TRAINER

The trainer can help to encourage an honest expression of concerns by recording on newsprint the exact wording used by participants. If a concern appears to be a repeat or is not clear to the trainer, she/he needs to clarify with the participant whether or not the perceptions are accurate. Do not put on newsprint anything that does not meet with the approval of the responder. This does not mean that the trainer cannot offer suggestions about wording. What gets recorded, however, must 'belong' to the participant, not the trainer. The trainer would read [Appendix B (The Concept of Concerns About Innovation)] as a preparation for this activity.

ACTIVITY SCRIPT/FORMAT

The trainer distributes the Concerns Questionnaire (H-1) and asks participants to complete the statement as genuinely and uncensored as possible. Explain to participants that they will share their concerns with the group. The results will provide a reference point for the training session as well as give them a technique they can use back home for acquiring assessment information needed to successfully implement a change strategy. Allow participants 3-5 minutes to think about and complete the statement.

In round robin fashion, the trainer asks participants to read their concern statement(s). Responses should be recorded by the trainer on newsprint as succinctly and accurately as possible. Do not record duplicates. Show duplication by recording a check next to a repeated item. This approach will not only serve to record expressed feelings but also the strength of those feelings.

ESTABLISHING DIRECTION

OBJECTIVES

To identify a concept of the ideal setting as it relates to assuring effective educational programs for handicapped children in the vocational setting.

To assess the degree of discrepancy between the ideal state and participant's perception of their own school district.

To identify the specific goals for the back home plan.

GROUPING

Large and small group

MATERIALS NEEDED

Handout 2 (Goal Discrepancy Analysis Sheet) H-2
Appendix C (The Characteristics of Good Goals)
Newsprint
Magic Markers
Plain paper
Pencils

DESCRIPTION OF ACTIVITY

The purpose of this activity is to get participants to refine, clarify and articulate what they consider to be a good working system. The results of this imagining is the basis for generating goals and objectives for their present setting.

NOTE TO TRAINER

During small group exercises, the trainer should move among the groups for three reasons:

1. answer questions, if necessary.
2. listen to discussion in order to pick up themes/ patterns that can be used for general discussion purposes.
3. keep the groups on task.

In introducing the section on imagining the ideal state, the trainer should point out that the purpose for clarifying the ideal (or end state) is to maximize the opportunities for cohesion in applying resources to a mutually understood end. The rationale behind this activity is that it is easy for people to complain about what they don't have. It is far more difficult for them to state what it is they want. Without this clarity, however, it is almost impossible to engage in any long range

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planning activity. Participants will probably have to be encouraged verbally and with examples to think about the dimensions of the ideal setting.

Clear and shared conceptions of goal/objectives are vital in schools where every member of the staff must make frequent judgments in complex situations... (goals) represent places you would like to be; a state of affairs that you value. The trainer should consider referring to the chapter on goals in Schumuck, Runkel, Saturen, Martell and Derr, "Handbook of Organization Development in Schools" and Robert Mager's, "Goal Analysis" for background reading on the importance of goal definition to strategy implementation. The trainer should read and may wish to share with the group "The Characteristics of Good Goals" delineated in Appendix C.

ACTIVITY SCRIPT/FORMAT

Ask participants to close their eyes and to think (visualize) what it looks like when the system is working to the handicapped child's best advantage.

LEADING QUESTIONS

1. How do people operate?
2. What are the rules that govern procedure?
3. How do things get done?
4. Who does what, when and how?
5. What are the rewards?
6. What are the indicators of success?

Ask them to briefly write out the scenario. Give participants about five minutes by themselves; then counting off in fives, have them break up into groups with like numbers.

Ask each group to select a recorder whose responsibility it will be to record the factors that group members identify as discriminating an ideal setting, e.g., children are never placed in a class without meeting with the teacher beforehand. Review with group the rules for brainstorming:

1. Group members call out their ideas whenever an opening presents itself.
2. There is to be no analysis, editorial comment, criticism, etc. directed toward any thought.
3. All suggestions are written on a newsprint sheet.

4. When all suggestions have been made (allow 10-15 minutes for this activity), the group is to summarize their list, eliminating duplicates and overlaps.

Each group's completed list is placed on the wall so that it can be seen by the other groups.

The trainer should eyeball the lists and select one which closely reflects the consensus of the whole group. This list should then be used as the reference point for adding and refining items identified in other groups.

Once this process is completed, ask each group member to rank order the three most important from the items that they think are most discriminating of an ideal setting. The trainer should tally the individual results by having people call out their choices while the trainer records the results on the newsprint list.

Distribute a copy of the Goal Discrepancy Analysis Sheet (H-2). Ask each participant to select the three discriminators that they consider most important in their school district to bring about a system that assures effective educational services for the handicapped child in the vocational setting, e.g., people who meet regularly to discuss the problem might have been identified as a discriminator. The goal statement might be, "A child study team member will meet at least once each month with each vocational teacher for at least twenty minutes." They are to rewrite these discriminators into goal statements and then to rate the degree to which their present system meets those criteria.

After completing this portion of the exercise, participants will join their school team members to compare the results of their individually completed Analysis. Each team should select one person to act as the recorder. The recorder uses a blank sheet of newsprint which simulates the Goal Discrepancy Analysis Sheet to record the results of the individually completed sheets. Where appropriate, average scores should be computed for each item.

Module IV

THE CHANGE PROCESS

Unit II:
EVALUATING RESULTS

MANUAL

Unit II: EVALUATING RESULTS

OBJECTIVES

To describe an appreciation for the value of evaluation.

To develop knowledge about a procedure for designing and implementing evaluation activity.

GROUPING

Large and small groups

MATERIALS NEEDED

Newsprint
Magic Markers
Overhead Projector
Transparency 5 (Evaluation Planning Profile) T-5
Completed (Goal/Objective Discrepancy Sheet)
Appendix D (Discrepancy Evaluation Model)
Appendix E (Selecting Areas of Evaluation)
Appendix F (A Quick Look)
Appendix G (Taxonomy of Measurement Modes)
Transparency 2 (Major Functions of Evaluation) T-2
Transparency 6 (Evaluation Planning Profile) T-6
Transparency 4 (How Can Information Be Used?) T-4

DESCRIPTION OF THE ACTIVITY

Evaluation can be a complex and sophisticated process. Workshop participants are not likely to have the time nor inclination to engage in the type of study which would be necessary to make them sophisticated evaluators. The intent of this section is not to accomplish that task, but rather to give participants a simple and practical way of going about project evaluation.

NOTE TO TRAINER

The evaluation content presented in this section is based on the Discrepancy Evaluation Model (DEM). A description of this model is included in Appendix D. In addition, several readings are included, "Selecting Areas of Evaluation" and "A Quick Look" (Appendix E and F). The trainer may wish to review Appendix G (Taxonomy of Measurement Modes) prior to his/her presentation on Source of Information [See Evaluation Planning Profile].

ACTIVITY SCRIPT/FORMAT

Write the following statement on the overhead:

WHY EVALUATE?

Solicit from the group answers to this question. The trainer should record responses on newsprint and summarize by pointing out that evaluation is, in fact, a substantial method of support and direction for change agents. The trainer then uses Transparency T-2 MAJOR FUNCTIONS OF EVALUATION to illustrate how evaluation helps the process of change.

The trainer should point out that it is not necessary for an evaluation plan to be elaborate or complex. Using Transparency T-3, present it as a format organizing evaluation activity. Beginning with the first column (focus of evaluation) point out that it should be clear how the information collected will be used. Indicate to participants that there are three major ways that evaluation results can be used: To satisfy

1. external demands

2. management concerns

3. functional aspects

Using Transparency T-4, the trainer reviews what is implied in each of these areas. The major difference between management and functional concerns is that the first is related to improving the program (formative evaluation) and the latter is related to proving that what is done makes a difference (summative evaluation).

Using Transparency T-5 (which includes Focuses of Evaluation) the trainer should write an example of an externally motivated question; e.g., "To what extent are parents satisfied with their handicapped child's program in the vocational school." Point out that the answer to this question could be used to build support for a board considering eliminating team visits to the vocational school. For the other two areas: management, functional ask participants to suggest questions which might address those areas.

After several questions have been recorded in each area, go back to the first question and ask how participants would get the answer to it (including source, schedule, collection responsibility and timelines).

Leading Questions:

1. To what sources would you refer? e.g., IEP Conference Minutes, Counselor log, questionnaire, etc. Remind participants that they should think of data sources already available to them; e.g., a counselor log, IEP minutes, attendance records, etc.

2. What would you do to get the information needed? e.g., analyze pre and post test scores on a questionnaire.

Record the responses chosen by the participants areas. Using Transparency T-3 (Evaluation Planning Profile), ask team groups to complete the profile as if the questions were generated in their own setting. Share results by asking people what they put in the various columns.

Module IV

THE CHANGE PROCESS

Unit III:
ASSESSING READINESS FOR CHANGE

MANUAL

Unit III: ASSESSING READINESS FOR CHANGE

OBJECTIVE

To identify personal characteristics which contribute to the effectiveness of bringing about a change within a school system.

GROUPING

Large group

MATERIALS NEEDED

Overhead projector
Handout 3 (A Self Assessment) H-3
Transparency 7 (Change Agent Self Assessment Areas) T-7
Appendix L (Change Agents Characteristics)

DESCRIPTION OF ACTIVITY

The first step in assessing the potential for change begins with an examination of the change agent. There are characteristics or personal qualities which contribute to facilitating change. By examining one's strengths and weaknesses in relation to being a change facilitator, it may be possible to gain insight into how one could change behavior patterns, learn new skills and/or differentiate task demands with others so that skills could be complemented.

NOTE TO TRAINER

The transition from prior activities should be done by referencing the fact that many laudable intents have failed because those in charge of implementation neglected to assess and plan within the context of the situation's potential for change. Explain that this section has been designed to assist participants in systematically gathering information in the following three areas:

- Self
- Others
- The Situation

ACTIVITY SCRIPT/FORMAT

The trainer should begin the focus on self assessment by conveying the point that this area is probably the most difficult one to confront since it is the most personal. "It seems that trying an innovation is governed by the unwritten code that it is better to do unto others than to they self." The trainer should distribute Handout 3 (Change Agent Self Assessment) and ask participants to individually complete it.

Allow about five minutes for participants to complete the instrument. Utilizing Transparency 7 (which outlines the major headings in the Self Assessment), the trainer should briefly discuss each area and engage participants in general discussion focusing on what one might do to compensate for a deficit in a particular area.

NOTE TO TRAINER

1. It is not the intent of this activity to make people uncomfortable. Participants' responses will be personal and to encourage candidness, indicate that there will be no need for people to share their information with others. By generalizing the review of the questionnaire, participants may discuss weaknesses and possible solutions without referencing themselves. Remind participants that this information should be stored away as it will have application in the planning strategies section of the workshops.

2. Appendix L contains several documents related to change agent characteristics that should be reviewed in preparation for this activity.

OBJECTIVE

To identify a framework for assessing personality types and levels of readiness for change in others.

GROUPING

Role Play/Fish Bowl
Large Group

MATERIALS NEEDED

Handout 4 (Personality Type Definitions) HO-4
Transparency 6 (Adopter Types) T-6
Transparency 7 (Distribution of Personality Types) T-7
Transparency 8 (Levels of Readiness) T-8
Transparency 9 (Levels of Readiness Test) T-9
Appendix H (Concerns Based Adoption Model)
Overhead Projector
Prompt Cards

DESCRIPTION OF ACTIVITY

All people within an organization demonstrate certain personality characteristics and levels of readiness with respect to the introduction of a new idea. Through the use of role play and overheads, participants will be able to identify, in others, characteristics which are important in order to plan effective strategies.

NOTE TO TRAINER

The material used for this segment and the one which follows is based on The Concerns-Based Adoption Model developed by Gene Hall at the University of Texas at Austin and work done at the University Consortium for Instructional Development and Technology (UCIDT), Indiana University. The trainer should read Appendix I in preparation for presentation of the levels of readiness.

ACTIVITY SCRIPT/FORMAT

The trainer asks for two volunteers. They are asked to envision themselves coming back to their own school to introduce the plan that they will have designed at this workshop. The two volunteers are instructed to confer for several minutes themselves to decide upon a strategy for presenting the plan to their back home group. In the meantime, five other volunteers are chosen to play one of the five major organizational personality types. Assignment is made by the trainer which describes the type they are to play. Each of these participants is given T-8. The first two volunteers present the new idea to the five other volunteers. The remaining participants are instructed to observe and take written notes on the process of the process to the event in terms of who they see hindering and facilitating the meeting. The five personality types interact according to the instructions they receive on the handout. After about 10 minutes, the trainer stops the role play activity and places T-9 on the overhead and distributes Handout 4 directing all participants to the personality type terminology and definitions. After reviewing the definitions, the trainer asks all participants to identify the roles played by each participant in the role play.

The trainer uses T-9 to demonstrate that in any large group, the change agent will have to contend with all of the personality types. The trainer then solicits from the group the definition of the word "adopter" in an attempt to clarify the understanding that adoption means voluntary acceptance and support rather than submission to authority dictates. It is then explained that an individual's movement to adoption is accomplished through a predictable set of stages. Transparency 10 (Levels of Readiness) is used to illustrate the levels of readiness that each of the personality types moves through on the way to acceptance and adoption of the new idea or concept.

The trainer concludes this activity by distributing Handout 5 which tests participants' knowledge of the concept of levels of readiness. Participants are directed to complete the form. The trainer reviews with participants the answers by using Transparency 11.

The answers to Handout 5 are as follows: (1) self concern; (2) mental tryout; (3) awareness; (4) testing; (5) awareness.

OBJECTIVE

Participants will:

- apply the principles of force field analysis in order to decide upon appropriate implementation strategies.

GROUPING

Large Group
Back Home Teams

MATERIALS NEEDED

Appendix J (Force Field Analysis)
Handout 9 (Instructions to Participants)
Handout 10 (List of Facilitating Forces)
Handout 11 (List of Restraining Forces)
Transparency (Identifying Restraining/Facilitating Exercise)
    Handout 8
Overhead projector

DESCRIPTION OF ACTIVITY

Force field analysis is presented as a technique by which to categorize and ascribe value and meaning to the variety of data available in any situation. This technique provides a basis upon which participants can sort through information in order to plan strategies of implementation.

NOTE TO TRAINER

Appendix I should be reviewed by the trainer as a source of overview on force field analysis.

ACTIVITY SCRIPT/FORMAT

The trainer presents an overview of force field analysis as a method of strategy planning that uses an analysis of the forces providing impetus toward and forces hindering attainment of a goal/objective. Use Handout 8 to review with participants the concept of restraining and facilitating forces.

The large group is then asked to reform into back-home teams. Each participant is first given Handout 9 to read individually in preparation for the activity which follows. Participants are asked first to generate a list of facilitating forces using Handout 10 in the light of their goals. These could include such things as human factors (e.g., personalities, harmony between staff members, economic factors (e.g., the availability of federal funds), societal factors (e.g., newspaper editorials calling for support of special education). Participants should take no more than five minutes to complete their list.

Next, using Handout 11, participants should compile as many restraining forces as they can. Remind them to consider human factors (such as "cliques which resist any curricular change"), physical factors (such as distance between schools), economic factors, organization factors. Take no more than 5 minutes for this activity. Both of these activities are done as a large group with one person designated by the trainer to act as the recorder/facilitator.

Participants are then asked to take a more critical look at the list of forces on the two handouts they have completed. Some of the items will now seem less relevant than others. The groups are then asked to weight each item in terms of importance to reaching the goal.

As a final step, groups are asked to go back over the list of restraining forces. This time they are to identify realistically those items which they can do something about. A check is to be put next to these. Groups are then asked to set aside the force-field analysis information generated. They are reminded that it will be useful in section (IV) where they will plan strategies.

OBJECTIVE

Participants will:

- Identify environmental features which influence the introduction of a new idea.

GROUPING

Large Group

MATERIALS NEEDED

Appendix I (Factors in the Situation)
Transparency 11 (The Environment)
Handout 6 (Environmental Factors)
Handout 7 (Diagnosing the Environment)
Handout 2 (Goal Discrepancy Analysis Sheet: See Section 1 for this material

NOTE TO TRAINER

Appendix I contains reference material which can be used to supplement the material in this section.

ACTIVITY SCRIPT FORMAT

Indicate to participants that thus far the workshop has focused on two dimensions that affect environmental conditions; i.e., the change agent and the adopters. This section covers other factors which need to be examined in order to ascertain what should be done and how it would be done.

The trainer places Transparency 11 on the overhead and points out each of the environmental factors that have been and will need to be examined if they are to be effective.

The trainer should distribute Handout 6 (Definitions of Environmental Factors) and discuss them with the group. Have participants refer to the goals and objectives they identified in the initial part of the Workshop Section and ask participants to complete Handout 7 (Diagnosing the Environment) in light of their goals and objectives.

Module IV

THE CHANGE PROCESS

Unit IV:
MOVING TOWARD AN ACTION PLAN

MANUAL

SECTION IV: MOVING TOWARD AN ACTION PLAN

OBJECTIVES

Participants will

- Be able to describe generic implementation strategies.
- Be able to select appropriate implementation strategies.
- Complete an initial draft of their plan for use within their school system.
- Participants will be knowledgeable of issue of ownership as it is related to facilitating the change process.
- SEA staff will receive information for planning future activities.

OBJECTIVE

To describe generic implementation strategies.

GROUPING

Large Group

MATERIALS NEEDED

Transparency 12 (Diffusion Techniques)
Handout 12 (Diffusion techniques)
Overhead projector

NOTE TO TRAINER

The trainer should review the portion of a chapter from the Implementation Workshop Participant's Manual (UCIDC) which is included as Attachment A 4/1. A thorough review of this material is necessary for complete familiarity with the concept of diffusion strategies which is presented in the workshop.

DESCRIPTION OF ACTIVITY:

This activity is designed to familiarize participants with generic implementation strategies which are available to them. Six major categories of diffusion activities are presented as a preface to the process of linking appropriate strategies to meet situational demands.

ACTIVITY SCRIPT/FORMAT

The trainer introduces this section as the beginning stage of gaining acceptance for the new plan by those back home participants. In review, the trainer traces the planning decisions that have already been made during the course of the workshop; i.e., identification of a goal and some objectives for reaching that goal; a plan for evaluation; an analysis of the situation. The trainer then points out that this is the place in the workshop where they must decide specifically what to do, how to do it, who to do it with and when to do it.

Transparency 12 is used to outline the six major types of diffusion activities. It will be helpful, at this point, for the trainer to define the word diffusion as a process for gaining acceptance of a new idea (or a revised way of operating). An example of each type is presented in Handout 12 and should be used by the trainer to elicit from the participants examples of each type that they have experienced.

OBJECTIVE

To select appropriate implementation strategies.

GROUPING

Large Group
"Back Home" Teams

MATERIALS NEEDED

Handout 11 (List of Restraining Forces from Unit 30)
Handout 14 (Overcoming Restraining Forces)
Transparency (Levels of Readiness/Change Agent Role) HO-13

DESCRIPTION OF ACTIVITY

The purpose of this activity is to get participants to review the data they have collected and use it as the basis for planning a back-home strategy. The restraining forces identified in Section III will be the basis for designing specific action steps.

NOTE TO THE TRAINER

It should be made clear to participants that the expectation is that due to time constraints, they probably will end up with an incomplete plan. The intent of today is for them to get started. SEA staff will be available beyond the workshop to assist them in completing and implementing their plan.

ACTIVITY SCRIPT/FORMAT

The trainer introduces this section by asking participants to reflect upon the assessment they have collected thus far:

- factors about themselves
- factors about others
- factors in the situation

Ask the group to keep this data in mind as they begin to develop the specific strategies which will help them meet their goal and objectives. Specifically refer back to levels of readiness and personality types then they are considering how to deal with restraining forces that involve other people. Ask participants to reflect once more on those restraining forces they felt they could not do anything about to see if another perspective or direction might not yield positive results.

Present Transparency 13 which demonstrates the relationship between stages of readiness and the possible strategy role that should be played by the change agent.

NOTE TO TRAINER

The trainer then refers participants back to their identification of major barriers to successful implementation of their new or revised idea(s) (Handout 11). She/he reminds them that they selected barriers about which something could be done. Their task now is to plan ways of reducing the strength of each of these barriers by using the information they have gathered. Instructions to the group are as follows:

1. Reform "back home" teams. Take large sheets of newsprint and remember the rules of brainstorming (no wrong answers).

2. Each participant is given a copy of Handout 14. Each person should refer back to Handout 12 and copy 2 of the circled items (which they identified as being both important and solvable) in one of the spaces labeled "RESTRAINING FORCE" on Handout 14.

3. Each restraining force is examined in terms of possible solutions. This information is recorded in the left-hand column. All the ways that occur of reducing its strength are listed. Rank order the ideas based upon what seems best and record a number after each of them in the middle column.

4. For each solution selected, decide what specific actions need to be taken (including, whenever possible, the groups or persons who should expedite it) and record this in the right-hand column.

5. Now go on to the next RESTRAINING FORCE and repeat steps 3 to 6.

6. Share results with others in the group.

The trainer reminds participants that specific actions or objectives should be based upon the data collected in Section III of the Workshop. This, in review, includes factors of personal strength and weakness of the change agent(s), considerations about personality types and levels of readiness in the potential adopters, and environmental situations that encourage or detract from the accomplishment of goal and objectives.

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OBJECTIVE

To complete an initial draft of the plan for use within individual districts.

GROUPING

"Back home" teams

MATERIALS NEEDED

Handout and Transparency 15 (Planning Guide) HO-15

DESCRIPTION OF THE ACTIVITY

Using a planning guide, the teams complete each of the items utilizing the data and knowledge they have accumulated during the workshop.

One team will be selected by any random method to present their plan for critique by the trainer and the other participants. The plans developed will act as the technical assistance between the New Jersey State Department of Education and the participating districts.

ACTIVITY SCRIPT/FORMAT

The trainer distributes the Planning Guide (HO-15) to each of the school teams. An identical form will be used on the overhead to review and clarify with participants the structure and meaning of the guide.

Teams will be instructed to select a recorder to fill in the guide and to present the plan (if selected) to the total group. Each team will decide on the method it will use to complete the document. They may assign questions for preliminary development among individuals or they might work as a total team on each item. The givens are that they will have one hour to complete the guide; that they have already generated much data which can be useful in developing the plan; that this plan will be the continuing communication link between the State Department and themselves; and that one of the teams will be selected at random to present their plan to the group at the end of the hour.

The trainer may select a random method for determining the group to report out, or he/she may simply ask for volunteers. Once the reporting team has been selected, the recorder is identified and asked to go through the plan on an item by item basis. The school name and names of individual characters should not be identified. Designation should be made only by role, e.g., the principal, the school psychologist, etc. A complete presentation should be made prior to entertaining any questions.

Participants are asked to make notes of questions and issues in need of clarification. The trainer initiates the process by asking the planning team to join him/her in the center of a fish bowl with other participants seated in a circle around the outside. After the plan presentation, the trainer will initially question the presenting team to clarify the information and to make suggestions that may additionally strengthen the plan. Following the trainer's questioning, participants on the exterior circles will ask questions, make comments and give reactions that they had recorded when they listened to the plan. The planning team is then asked to react to the clarification process in terms of how they might revise the plan (if at all). Team members on the exterior circles are then asked to volunteer reactions to this clarification process in the light of their own plans and what changes they might now make.

OBJECTIVE

To sensitize participants to the issue of ownership as it is related to facilitating the change.

To provide feedback to SEA staff for planning future activity.

GROUPING

Large group of individual

MATERIALS NEEDED

Handout 15 (Ownership questionnaire same as that completed during the first day of the workshop) H-16
Transparency 13 (Developing Ownership: How Is It Done?) T-13
Appendix K (Managing Human Relations) HO-17
Newsprint
Magic Markers

DESCRIPTION OF ACTIVITY

The purpose of this activity is to present guidelines for building ownership of the plan. This activity has both content and project evaluation aspects.

ACTIVITY SCRIPT/FORMAT

Explain to participants that since their drafted plan represents the beginning of the SEA's formal technical assistance efforts, they are being asked for feedback on important dimensions that must be considered if the intended plan of assistance is to be effective.

Distribute the Ownership Questionnaire (HO-16). Point out that the questionnaire is the same one which was completed by them prior to the workshop.

Allow participants time to complete the questionnaire. Draw the analogy between the state plan and their own project plan. Point out that both (in fact all) projects require that leadership attend to ownership issues; that is, insuring that participants experience a real sense of ownership. This can encourage commitment to project efforts. Point out that ownership needs time to develop, but it will not develop without a plan for using "structures and methods that contribute to its development." Review the dimensions by referring to Transparency 13. The trainer is referred to Appendix L for additional information.

Ask each team to summarize their scores on the ownership questionnaire so that it can be compared to the results of the same questionnaire when it was administered prior to the workshop. Once completed, a summary of the results of the initial administration of the questionnaire will be placed up on the overhead for comparison purposes. The comparison is used as a basis for eliciting from participants' suggestion that the SEA staff might use to maximize ownership. Suggestions are to be recorded on newsprint. Conclude activities by giving participants an outline of intended next steps (content to be provided by SEA).

The participants will utilize HO-17 to begin to develop their actual Action Plan for their group. At this time, team people will work together in completing the activity.

Module IV

THE CHANGE PROCESS

Unit III:
ASSESSING READINESS FOR CHANGE

HANDOUTS: HO-3 – HO-11

Module IV
Unit III
HO-3

Change Agent
Self Assessment

- You need to know your innovation. You don't need to have all of the answers, but you do need to have enough information to be credible in your role.

The extent to which I am knowledgeable about what we are trying to do is:

Circle One

Not very much — Completely

1 2 3 4 5 6 7

- You need to be sensitive to individual needs and to specific concerns about the innovation. If you're not good at "reading people," at really listening and hearing, when you'd better acquire these skills or give up the role of CHANGE AGENT.

The extent of my ability to be sensitive to individual needs and specific concerns is:

Circle One

Limited — Completely

1 2 3 4 5 6 7

- You need to be good at analyzing groups. It's not enough that you know the concerns of your individual adopters; you must also understand the social system in which they relate and work. Who do they listen to? Who do they talk to in the lounge? Who are they intimidated by? Who do they trust? Who do they eat lunch with? Who do they bowl with on Wednesday night? (and all the same questions about their leaders)

My ability at analyzing groups and the social system in which people relate and work is:

Poor — Excellent

1 2 3 4 5 6 7

- You need to be flexible. In a system over which you have total control (e.g., cleaning your garage), you may be able to plan and implement the plan without a bobble. However, when you try to make a change within an educational system, you have no such control and your plans (and, indeed, you should have plans) will undergo frequent change, if not undoing. You have to "flow with their river" as well as your own. Flexibility is essential.

  For Flexibility I would grade myself:

Circle One

10%   50%   100%

1   2   3   4   5   6   7

- You need to accept being invisible. The better you do your job, the more invisible you are. And, this means you may never hear "Gee, you did a good job for us." In fact, the better you do your job, the more likely someone else will take and get credit for it.

  My need for recognition in helping others to bring about change in themselves and our school is:

Circle One

Great   Limited

1   2   3   4   5   6   7

- You need to be capable of giving yourself "strokes." You need to believe in your own value, to have confidence in your own work, and to have the skills--in those moments when things go wrong (or, worse, when they go right and no one notices you)--to put your hand on your back and say, "It's okay, old buddy, you done good."

  I would rate my confidence in myself as:

Circle One

Weak   Solid

1   2   3   4   5   6   7

PERSONALITY TYPES DEFINITIONS

A. INNOVATORS

Innovators are the first persons in the social system to adopt innovations. They tend to be intelligent, venturesome, eager to try new ideas, and willing to take risks. Innovators tend to be individualistic and usually not integrated into the prevailing social structure. They may be viewed as mavericks by those who are more conventional. They are often the persons who travel a great deal and have more contact with sources of information outside of their own system. Personality clues in identifying them are their high level of energy, their wide knowledge about research and innovations, and their highly developed sense of personal efficacy and self-confidence. The support of such persons can be useful because if they can be persuaded to try out an innovation, other members of the system can observe its effectiveness for themselves. Often the innovators become "inside advocates" of the innovation.

B. EARLY ADOPTERS

Those "middle adopters" who are somewhat earlier than average in their relative time of adoption. Persons in this category tend to be followers rather than leaders. They are deliberate in coming to an adoption decision -- "not the last to set the old aside, nor the first by which the new is tried.

C. LATE MAJORITY

These are "middle adopters" who are somewhat later than average in their relative time of adoption. The members of this group tend to be skeptical and cautious about adopting a new idea. They can be won over, but it takes the combined pressure of the majority of their peers to pull them across. Typically they have less education and lower social status than the earlier adopters.

D. RESISTERS

Resisters are the last in the system to adopt something new and in many cases, they actively oppose an innovation. They tend to be suspicious of new-fangled ideas and wrapped up in traditional values. Often they are oriented toward the past and highly local (rather than cosmopolitan) in outlook. Resisters usually are low in influence and often somewhat isolated and alienated from the social mainstream. The persons comprising this group may differ depending upon the nature of the innovation. In most social systems, however, there are some persons who will resist almost any kind of change. Such persons tend to defend the status quo and fight to keep the system the way it is. Resisters often are sincere, well-intentioned individuals who have great loyalty to their institution. In many cases, they are motivated by a desire to protect their system from influence which they see as being potentially disruptive or harmful. Since such persons can sometimes destroy an innovative program, the change agent must identify potential resisters ahead of time so that he can try to develop ways of winning them over or at least neutralizing them.

Module IV
Unit III
HO-5

LEVELS OF READINESS TEST

Read the following descriptions and check the appropriate stage in the space provided beside each description:

	Adopters Stages				
	Awareness	Self-Concern	Mental Tryout	Testing	Adoption
1. Martha asked the principal what the new law would mean in their own school. She was worried about her classroom.					
2. Jerry arranged for three teachers to visit another school to see them teaching in effect.					
3. A memo from the superintendent was their first indication that mainstreaming of handicapped children into regular classrooms would be a school policy beginning in the fall.					
4. We decided to try learning centers in the first grade for one semester before suggesting they become a district wide policy.					
5. A one-day inservice session was offered on how to do informal, classroom assessment of reading and mathematics.					

DEFINING OF ENVIRONMENTAL FACTORS

OUTSIDE PRESSURES

Organizational (e.g., Teacher Unions, PJA group) political (PL94-142) or economic (budgetary constraints) pressures that may have an impact on what you are trying to accomplish.

ORGANIZATIONAL STRUCTURE

The manner in which work gets done. The division of labor; this can be graphically represented by an organizational chart.

LEADERSHIP STYLE

The manner in which "commands" get implemented. Leadership styles can vary from a liasseg-faire to an autocratic stance.

REWARDS

The incentives offered for getting the job done. What are the things that people respond to?, e.g., release time, recognition, the opportunity to work on something different.

HELPFUL MECHANISMS

Procedures, "happen stand" policy, coordinating devices, that can help people to work together; e.g., regularly scheduled faculty meetings, a school newsletter, location, the president of the teachers union located in the school, etc.

DIAGNOSING THE ENVIRONMENT

TASK - Consider your goal in light of the environmental factors listed on HO-5. Identify information in those areas which you think will be helpful in designing implementation strategies.

OUTSIDE PRESSURES

ORGANIZATIONAL

LEADERSHIPS

REWARDS

HELPFUL MECHANISM(S)

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Module IV
Unit III
HO-8

EXERCISE

Read each of the following statements carefully and decide whether it would tend to be a facilitating force or a restraining force:

	Facilitating force	Restraining force
1. The school budget has been drastically cut.	( )	( )
2. The department chairman has been in the school for 20 years and has had few contracts outside the system.	( )	( )
3. One of the new principal's goals is to build the school's leadership position within the district.	( )	( )
4. The conservation members of the state department staff are on friendly terms with the principal.	( )	( )
5. The students are dissatisfied with the status quo.	( )	( )
6. The PTA is seeking improvements in the school.	( )	( )
7. A large proportion of citizens in the community are older persons who feel the property tax is already too high.	( )	( )
8. The curriculum coordinator is a recent graduate of progressive training institution.	( )	( )
9. A federally funded change program was unsuccessful in the school two years ago.	( )	( )
10. Many of the teachers travel widely and are quite knowledgeable about educational innovations.	( )	( )
11. The innovative curriculum coordinator has many friends among the teaching staff.	( )	( )
12. The conservative department chairman is highly respected by older members of the staff.	( )	( )

1. FORM GROUPS AND BRAINSTORM

The first step in conducting a force-field analysis is to brainstorm an extensive list of the forces at work in your system -- forces facilitating or providing a thrust toward change and forces restraining or providing a counter-thrust against change. Be sure to follow the "Rules for Brainstorming" referred to earlier in the workshop.

First, using HO-11, generate a list of the facilitating forces. These might include human factors (such as "students are dissatisfied with the status quo"), economic factors (such as "federal funds are available for social studies innovations"), or others -- even societal factors (such as "newspaper editorials are calling for the teaching of basic skills"). Take no more than three minutes to complete your list.

Next, using HO-12, compile as many restraining forces as you can. Again, consider human factors (such as "cliques which resist any curricular change"), physical factors (such as "self-contained classrooms"), economic factors, organizational factors, and so on. Take no more than three minutes to gather the more apparent inhibiting forces.

2. STRENGTH OF FORCES

The group now takes a more critical look at the lists of forces for and against. Perhaps some of the items will now seem less relevant than others. Agree on 4 or 5 on each sheet that seem most critical. Then, select a weighting of the selected items, using this scale:

1 = has almost nothing to do with the thrust toward or against change.
2 = has relatively little to do with the thrust toward or against change.
3 = is of moderate importance in the thrust toward or against change.
4 = is of considerable importance in the thrust toward or against change.
5 = is of highest importance in the thrust toward or against change.

Scores of individual participants are averaged to attain a group consensus score. The number indicating the weighting is written on the short line to the left of each item on HO-11 and HO-12. Try to complete weighting of all items in about ten minutes.

3. SOLVABILITY

Go back over the lists of restraining forces one more time, this time trying to identify realistically those items which you *can* do something about. Put a circle around these items. Later in the Workshop you will come back to your force-field analysis to plan strategies for tackling these problems.

LIST OF FACILITATING FORCES

_____(a) ____________________

_____(b) ____________________

_____(c) ____________________

_____(d) ____________________

_____(e) ____________________

_____(f) ____________________

_____(g) ____________________

_____(h) ____________________

_____(i) ____________________

_____(j) ____________________

_____(k) ____________________

_____(l) ____________________

_____(m) ____________________

LIST OF RESTRAINING FORCES

_____(a) ____

_____(b) ____

_____(c) ____

_____(d) ____

_____(e) ____

_____(f) ____

_____(g) ____

_____(h) ____

_____(i) ____

_____(j) ____

_____(k) ____

_____(l) ____

_____(m) ____

Module IV

THE CHANGE PROCESS

Unit IV:
MOVING TOWARD AN ACTION PLAN

HANDOUTS: HO-12 – HO-16

DIFFUSION TECHNIQUES

There are a number of techniques which you as a change agent can use in working to gain acceptance of an innovation. The effectiveness of these various techniques will vary, of course, depending upon the type of innovation, the nature of the social system, the characteristics of potential adopters, and the phases they have reached in the adoption process. Your own style as a change agent will also influence what diffusion techniques will be most "comfortable" or most effective for you to use. Other factors might include the amount of time and resources available to get the innovation accepted.

In implementing most innovations, it will be more effective to use a variety of techniques instead of limiting yourself to just one. Before discussing diffusion techniques in detail, it might be useful to have a framework for grouping the various kinds of activities that are possible. Egon Guba (1968) has suggested six categories of diffusion techniques, representing the six basic ways in which the change agent may operate: Telling, Showing, Helping, Involving, Training, and Intervening.

Telling is communicating with written or spoken words. Examples would include printed materials such as newsletters, brochures and articles; mass media communication, such as TV appearances; speeches or presentations at a school staff meeting or other gathering; conferences; and interpersonal exchanges, whether they be friendly conversations or confrontations.

Showing is communication that involves direct contact with the innovation through observation (either planned or casual) or actual participation. Examples include demonstrations, simulations, and displays of pictures, slides or films.

Helping is direct involvement of the change agent in the affairs of the client, on the client's terms. Helping may take the form, for example, of consultation, service, or trouble-shooting. In the process of rendering help, the change agent may recommend a particular innovation that is appropriate to the client's needs.

Training consists of familiarizing adopters with a proposed innovation. It may involve assisting them to increase their skills or alter their attitudes. This may be accomplished through workshops, institutes, apprenticeships, internships, extension courses, local in-service training, or formal university courses. It may include several other diffusion techniques, such as telling, showing, helping or involving. It differs from the other techniques, however, in that the adopter usually makes a formal commitment to learn by allowing himself to become involved in the training.

Intervening is a technique in which the change agent is directly involved on his own terms, rather than those of the adopter. It may take the form of mandating certain actions (e.g., statewide adoption of a textbook), instituting control mechanism (e.g., a statewide testing program), or intruding certain political or economic factors (e.g., purchasing language-lab equipment).

LEVELS OF READINESS AND CHANGE AGENT ROLES

IF...The level of readiness	AND...	THEN...	Appropriate diffusion techniques are:
In your potential adopter is in the stage of...	display these behaviors...	your role should be that of	
AWARENESS	- is passive - has little information - doesn't look for information - has no opinion	AD AGENT	Telling
INTEREST/SELF CONCERN	- concerned about implications - seeks information - begins to form opinion	GUIDE	Telling Involving
MENTAL TRYOUT	- mentally tries out - imagines in own situation - decides if worth a trial	DEMONSTRATOR	Showing Training
TRIAL	- tries out, if possible on small or temporary basis	TRAINER	Helping Training

NOTE: If a person cannot be convinced and they must be involved, then intervention may be the only alternative.

Module IV
Unit IV
HO-14

OVERCOMING RESTRAINING FORCES

GOAL:

RESTRAINING FORCE (specify):

Possible Solutions	Rank Order	Specific Action Steps or Objectives

RESTRAINING FORCE (specify):

Possible Solutions	Rank Order	Specific Action Steps or Objectives

Module IV
Unit IV
HO-15

PLANNING GUIDE

CALENDAR (SEQUENCE)	ACTION STEP	RELATED OBJECTIVE	ASSIGNMENT & RESPONSIBILITIES (WHO IS GOING TO DO WHAT?)	RESOURCES NEEDED

OWNERSHIP QUESTIONNAIRE

Place a check mark along each scale that fits your perception of this project.

A. Communication

How freely are personal feelings (both supporting and rejecting) expressed.

1 2 3 4 5 6

No feelings expressed; all work-oriented	Seldom express feelings; only negative	Others express feelings, with positive and negative	Both personal and showed feelings expressed all kinds

B. Clarity

How clear are the goals of the project.

1 2 3 4 5 6 7

Completely unclear	Slightly unclear	Slightly clear	Completely clear

C. Involvement

What seems to be the predominant decision makeup style of this project.

1	2	3	4	5	6	7
SEA makes decisions and announces	SEA "sells" decision they have made	SEA presents and ideas and invites questions	SEA presents tentative decision subject to change	SEA presents problem, gets suggesttions make decisions	SEA defines limits ask group to make decisions	SEA presents group to functions within defined limits

D. Power

How readily is input encouraged

1 2 3 4 5 6 7

Opinions of participants not sought nor do they seem to be valued.	Seldom asked for suggestions. Staff does most of the talking.	Opinion of others are sought often. Discussion are lively.	Feel completely informed and involved. This i my project.

Module IV

THE CHANGE PROCESS

Unit I:
INTRODUCTION/ESTABLISHING A DIRECTION

TRANSPARENCIES: T-1

VOCATIONAL EDUCATION/SPECIAL EDUCATION WORKSHOP
AGENDA

GOAL: PARTICIPANTS WHO CAN DESIGN AND IMPLEMENT PROCEDURES FOR ASSURING EFFECTIVE EDUCATIONAL PROGRAMS FOR THE HANDICAPPED PUPIL IN A VOCATIONAL SETTING.

INTRODUCTION

- INTRODUCE GOALS, OBJECTIVES, AND PLANNED ACTIVITIES
- IDENTIFY PARTICIPANT CONCERNS RELATED TO DEVELOPING AND IMPLEMENTING AN ACTION PLAN.

OBJECTIVE 1

- ESTABLISHING A DIRECTION
- IDENTIFY THE END STATE
- DETERMINE DISCREPANCIES
- SPECIFY GOALS

OBJECTIVE 2

- EVALUATING RESULTS
- PURPOSES OF EVALUATION
- DESIGNING AN EVALUATION PLAN

OBJECTIVE 3

- ASSESSING THE READINESS FOR CHANGE
- IDENTIFYING CHARACTERISTICS OF THE EFFECTIVE CHANGE AGENT
- ANALYZING YOUR POPULATION
- ANALYZING THE ENVIRONMENT
- CONDUCT THE FORCE-FIELD ANALYSIS

OBJECTIVE 4

- DESIGNING AN ACTION PLAN
- IDENTIFY/SELECT IMPLEMENTATION STRATEGY
- WRITING A PLAN
- GAINING ACCEPTANCE
- GATHERING INFORMATION FOR THE STATE EDUCATION AGENCY TECHNICAL ASSISTANCE PLAN

Module IV

THE CHANGE PROCESS

Unit II:
EVALUATING RESULTS

TRANSPARENCIES: T-2 – T-6

MAJOR FUNCTIONS OF EVALUATION

1. IT CAN HELP KEEP EFFORTS ON TASK. IT IS EASY TO GET CAUGHT UP IN THE DAY TO DAY DETAILS OF DOING ONE'S JOB AND LOSE SIGHT OF WHERE YOU WANT TO GO. AN EVALUATION PLAN BY ITS MONITORING NATURE CAN HELP TO MAINTAIN A SENSE OF DIRECTION FOR ALL INVOLVED.

2. EVALUATION RESULTS PROVIDE A SOURCE OF FEEDBACK TO EFFORTS. THIS FEEDBACK CAN PROVIDE A SUBSTANTIVE BASE FOR THE ON-GOING PLANNING THAT MUST CONSTANTLY BE TAKING PLACE.

3. EVALUATION DATA CAN PROVIDE A SOURCE FOR GARNERING SUPPORT FOR FALTERING EFFORTS. IT PROVIDES A VEHICLE FOR ASSURING THE PRESENCE OF TANGIBLE DATA.

Module IV
Unit II
T-3

EVALUATION PLANNING PROFILE

USE OF INFORMATION	EVALUATION QUESTION	SOURCE OF INFORMATION	SCHEDULE	PERSON RESPONSIBLE	REPORT DATE

Module IV
Unit II
T-4

HOW INFORMATION CAN BE USED

Goal: A Good Communication System Between Sending Districts And The Vocational School.

USE OF INFORMATION	EVALUATION QUESTION	SOURCE OF INFORMATION	SCHEDULE	PERSON RESPONSIBLE	SOURCE DATE
External					

Module IV
Unit II
T-5

EVALUATION PLANNING PROFILE

Goal Selected: ____________________

TOPICS OF EVALUATION	EVALUATION QUESTION	SOURCE OF INFORMATION	SCHEDULE	PERSON RESPONSIBLE	REPORT DATE
A. External					
B. Management					
C. Functional					

Module IV
Unit II
T-6

EVALUATION PLANNING PROFILE

Goal: Staff Who Perceive That There Is Productual Communication System Between Sending Districts And The Vocational School.

USE OF INFORMATION	EVALUATION QUESTION	SOURCE OF INFORMATION	SCHEDULE	PERSON RESPONSIBLE	SOURCE DATE

Module IV

THE CHANGE PROCESS

Unit III:
ASSESSING READINESS FOR CHANGE

TRANSPARENCIES: T-7 – T-11

CHANGE AGENT SELF ASSESSMENT AREAS

1. KNOWLEDGEABLE

2. SENSITIVE TO INDIVIDUALS

3. GROUP ANALYSIS

4. FLEXIBILITY

5. RECOGNITION

6. CONFIDENCE

ADOPTER TYPES

INNOVATORS

FIRST TO ACCEPT

EARLY ADOPTERS

OPINION LEADERS

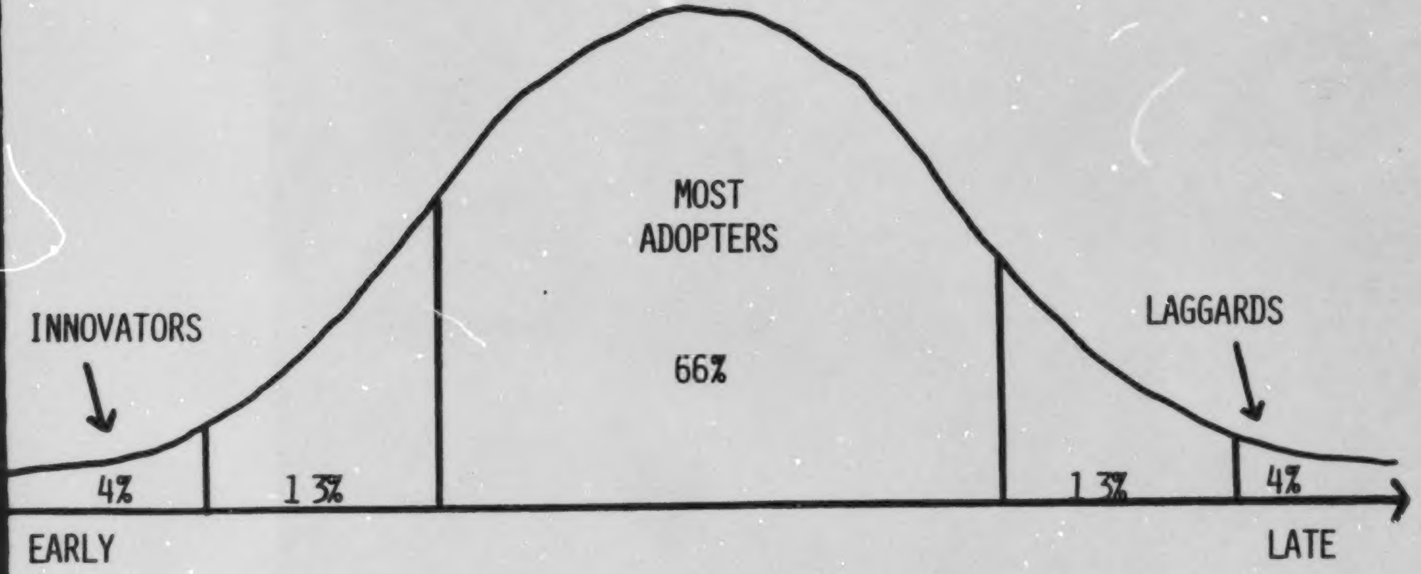
LATE MAJORITY

SKEPTICAL, CAUTIOUS

RESISTERS

DEFINE THE STATUS QUO

DISTRIBUTION OF PERSONALITY TYPES



LEVELS OF READINESS

AWARENESS

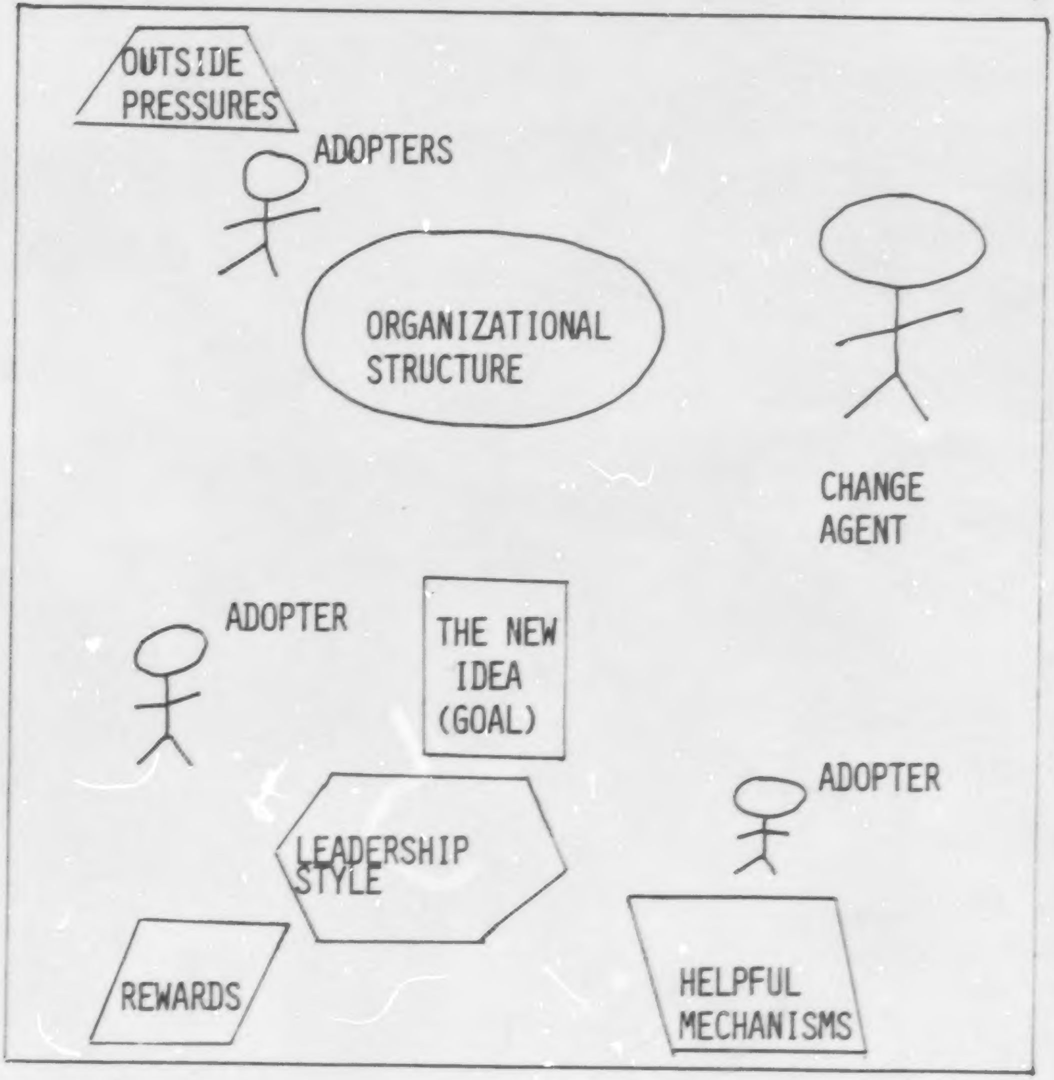
SELF-CONCERN

MENTAL TRYOUT

TESTING

ADOPTION

ENVIRONMENT


OUTSIDE PRESSURES
ADOPTERS
ORGANIZATIONAL STRUCTURE
CHANGE AGENT
ADOPTER
THE NEW IDEA (GOAL)
ADOPTER
LEADERSHIP STYLE
REWARDS
HELPFUL MECHANISMS

Module IV

THE CHANGE PROCESS

Unit IV:
MOVING TOWARD AN ACTION PLAN

TRANSPARENCIES: T-12 – T-13

DIFFUSION TECHNIQUES

TELLING

Talk To...(Individual)
Printed Materials
Presentation at School Staff Meeting
Mass Media (e.g., Appearance On TV)
Confrontation (e.g., Agitation At School Board Meeting)

SHOWING

Demonstration
Site Visit

HELPING

Consultation With Outside Expert
Assistance From An Internal Change Agent

INVOLVING

Asking A Staff Member For Help
Group Discussions
Materials Workshop

TRAINING

Training Workshop Conducted By Change Agent
Training Workshop Conducted By Outside Expert

INTERVENING

Compulsion Or Confrontation By An Authority Figure

DEVELOPING OWNERSHIP: HOW IS IT DONE?

First let us emphasize the word developing. A real sense of ownership, and the commitment to the project that ownership implies, is something that must be built over time. They are tye goals of an extended developmental process. It is appropriate, therefore, to plan for this process, using structures and methods that will contribute to its development. Four ownership dimensions are:

- Communication: constant dialogue, discussion, active, open sharing of information among participants. This is especially important because plans are being formulated developmentally, and new knowledge is periodically being generated. To feel uninformed is the start of distrust.

- Clarity: related to communication, but important as its own category. People are not likely to commit themselves to goals or methods they do not understand. Often these may be clarified through discussion.

- Involvement: people need to be involved in the entire process of planning, goal setting, decision making, etc. The antithesis of ownership is a sense of being left out.

- Power: people must feel their input can make a difference, that their participation is not token but real. Ownership grows when people can feel that project outcomes may depend on their actions.

Module IV

THE CHANGE PROCESS

APPENDICES A-L

APPENDIX A

CHANGE DOES NOT HAVE TO BE HAPHAZARD

CHANGE DOES NOT HAVE TO BE HAPHAZARD*

No institution or organization is exempt from change. Today the student who returns to his alma mater ten years after graduation can expect to find changes not only in personnel but also in personnel policies and teaching practices. The executive returning to the firm where he once worked, the nurse going back to her old hospital, the social worker visiting his agency - all can expect to find sweeping changes.

It is fairly easy to identify changes in institutional patterns after they have occurred. It is more difficult to analyze changes while they are going on and still more difficult to predict changes or to influence significantly the direction and the tempo of changes already under way. Yet, more and more, those who have managerial functions in organizations must analyze and predict impending changes and take deliberate action to shape change according to some criteria of progress. The planning of change has become part of the responsibility of management in all contemporary institutions, whether the task of the institution is defined in terms of health, education, social welfare, industrial production, or religious indoctrination.

Whatever other equipment managers require in analyzing potentialities for change and in planning and directing change in institutional settings, they need some conceptual scheme for thinking about change. This need stems from the profusion and variety of behaviors that accompany any process of change.

One useful model for thinking about change has been proposed by Kurt Lewin, who saw behavior in an institutional setting not as a static habit or pattern but as a dynamic balance of forces working in opposite directions within the social-psychological space of the institution.

DRIVING FORCES AND RESTRAINING FORCES

Take, for example, the production level of a work team in a factory. This level fluctuates within narrow limits above and below a certain number of units of production per day. Why does this pattern persist? Because, Lewin says, the forces that tend to raise the level of production are equal to the forces that tend to depress it. Among the forces tending to raise the level of production might be: (a) the pressures of supervisors on the work team to produce more; (b) the desire of at least some team members to attract favorable attention from supervisors in order to get ahead individually; (c) the desire of team members to earn more under the incentive plan of the plant. Such forces Lewin called "driving forces." Among the forces tending to lower the level of production might be: (a') a group standard in the production team against "rate busting" or "eager beavering" by individual workers; (b') resistance of team members to accepting training and supervision from management; (c') feelings by workers that the product they are producing is not important. Granted the goal of increased productivity, these forces are "restraining forces." The balance between the two sets of forces, which defines the established level of production, Lewin called a "quasi-stationary equilibrium." We may diagram this equilibrium as follows:

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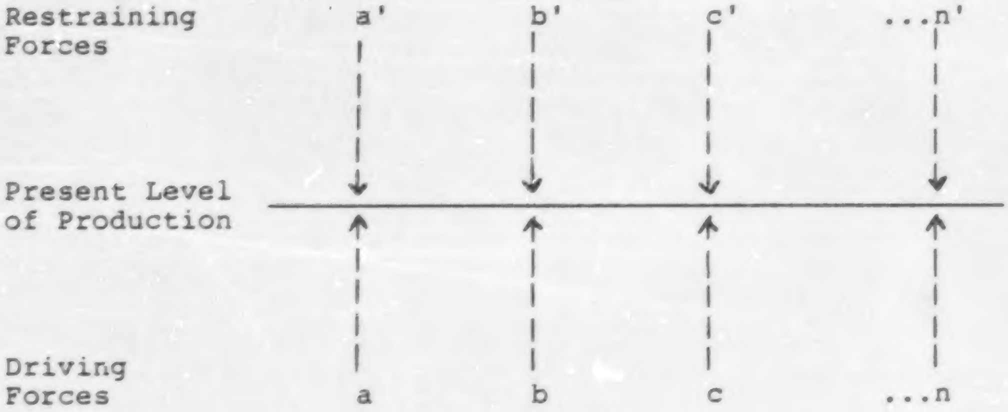
*Kenneth D. Beene.



According to Lewin, this type of thinking about patterns of institutionalized behavior applies not only to levels of production in industry but also to such patterns as levels of discrimination in communities; atmosphere of democracy or autocracy in social agencies; supervisor-teacher-pupil relationships in school systems; and formal or informal working relationships among levels of a hospital organization.

According to this way of looking at patterned behavior, change takes place when an imbalance occurs between the sum of the restraining forces and the sum of the driving forces. Such imbalance unfreezes the pattern: the level then changes until the opposing forces are again brought into equilibrium. An imbalance may occur through a change in the magnitude of any one force, through a change in the direction of a force, or through the addition of a new force.

For examples of each of these ways of unfreezing a situation, let us look again at our original illustration. Suppose that the members of the work team join a new union which sets out to get pay raises. In pressing for shifts in over-all wage policy, the union increases the suspicion of workers toward the motives of all management, including supervisors. This change tends to increase the restraining force - let's say restraining force b'. As a result, the level of production goes down. As the level of production falls, supervisors increase their pressure toward greater production, and driving force a increases. This release of increased counterforce tends to bring the system into balance again at a level somewhere near the previous level. But the increase in magnitude of these opposed forces may also increase the tension under which people work. Under such conditions, even though the level of production does not go down very much, the situation becomes more psychologically explosive, less stable, and less predictable.

A war that demands more and more of the product that the work team is producing may convert the workers' feeling that they are not producing anything important (restraining force c') to a feeling that their work is important and that they are not working hard enough. This response will occur provided, of course, that the workers are committed to the war effort. As the direction of force c' is reversed, the level of production will almost certainly rise to bring the behavior pattern into a state of equilibrium at a higher level of productivity.

Suppose a new driving force is added in the shape of a supervisor who wins the trust and the respect of the work team. The new force results in a desire on the part of the work team to make the well-liked supervisory look good - or at least to keep him from looking bad - in relation to his colleagues and superiors. This force may operate to offset a generally unfavorable attitude toward management.

These examples suggest that in change there is an unfreezing of an existing equilibrium, a movement toward a new equilibrium, and the refreezing of the new equilibrium. Planned change must use situational forces to accomplish unfreezing, to influence the movement in generally desirable directions, and to rearrange the situation, not only to avoid return to the old level but to stabilize the change or improvement.

This discussion suggests three major strategies for achieving change in any given pattern of behavior: the driving forces may be increased; the restraining forces may be decreased; or these two strategies may be combined. In general, if the first strategy only is adopted, the tension in the system is likely to increase. More tension means more instability and more unpredictability and the likelihood of irrational rather than rational responses to attempts to induce change.

It is a well-known fact that change in an organization is often followed by a reaction toward the old pattern, a reaction that sets in when pressure for change is relaxed. After a curriculum survey, one school system put into effect several recommendations for improvement suggested by the survey. The action was taken under pressure from the board and the superintendent; but when they relaxed their vigilance, the old pattern crept back in.

This experience raises the problem of how to maintain a desirable change. Backsliding takes place for various reasons. Those affected by the changes may not have participated in the planning enough to internalize the changes that those in authority are seeking to induce; when the pressure of authority is relaxed; there is no pressure from those affected to maintain the change. Or a change in one part of the social system may not have been accompanied by enough correlative changes in overlapping parts and subsystems.

On the basis of this model of analysis, several principles of strategy for effecting institutional change may be formulated.

STRATEGIES FOR EFFECTING INSTITUTIONAL CHANGE

- To change a subsystem or any part of a subsystem, relevant aspects of the environment must also be changed.

The manager of the central office of a large school system wants to increase the efficiency of the secretarial forces by placing private secretaries in a pool. It is the manager's hope that the new arrangement will make for better utilization of the secretaries' time. In this situation at least two driving forces are obvious: fewer secretaries can serve a larger number of sub-executives; a substantial saving can be expected in office space and equipment. Among the restraining forces are the secretaries' resistance to a surrender of their personal relationship with a status person, a relationship implicit in the role of private secretary; the possible loss of the prestige implicit in the one-to-one secretary-boss relationship; the prospective dehumanization, as the secretaries see it, of their task; and a probable increase in the workload. Acceptance of this change in role and relationship would require accompanying changes in other parts of the subsystem. Furthermore, before the private secretaries could wholeheartedly accept the change, their bosses as well as lower-status clerks and typists in the central office would have to accept the alteration in the secretarial role as one that did not necessarily imply an undesirable change in status. The secretaries' morale would surely be affected if secretaries in other parts of the school system - secretaries to principals in school buildings, for example - were not also assigned to a pool.

Thus to plan changes in one part of a subsystem, in this case in the central office of the school system, eventually involves consideration of changes in overlapping parts of the system: the clerical force, the people accustomed to private secretaries, and others as well. If these other changes are not effected, one can expect lowered morale, requests for transfers, and even resignations. Attempts to change any subsystem in a larger system must be preceded or accompanied by diagnosis of other subsystems that will be affected by the change.

- To change behavior on any one level of a hierarchical organization, it is necessary to achieve complementary and reinforcing changes in organization levels above and below that level.

Shortly after World War II, commanders in the United States Army decided to attempt to change the role of the sergeancy. The sergeant was not to be the traditionally tough, driving leader of men but a supportive, counseling squad leader. The traditional view of the sergeant's role was held by enlisted men below the rank of sergeant as well as by second lieutenants above the rank of sergeant.

Among the driving forces for change were the need to transform the prewar career army into a new peacetime military establishment composed largely of conscripts, the perceived need to reduce the gap between military life and civilian status, and the desire to avid any excesses in the new army that might cause the electorate to urge a return to the prewar volunteer military establishment.

Among the immediate restraining forces were the traditional authoritarian role behaviors of the sergeancy, forged by wartime needs and peacetime barracks service. These behaviors were in harmony with the needs of a military establishment that by its very nature is based on the notion of a clearly defined chain of command. Implicit in such a hierarchy are orders, not persuasion; unquestioning obedience, not critical questioning of decisions. Also serving as a powerful restraining force was the need for social distance between ranks in order to restrict friendly interaction between levels.

When attempts were made to change the sergeant's role, it was discovered that the second lieutenant's role, at the next higher level, also had to be altered. No longer could the second lieutenant use the authority of the chain-of-command system in precisely the same way as before. Just as the sergeant could no longer operate on the principle of unquestioning obedience to his orders, so the second lieutenant could no longer depend on the sergeant to pass orders downward unquestioningly. It was soon seen that if the changed role of the sergeant was to be stabilized, the second lieutenant's role would have to be revised.

The role of the enlisted man also had to be altered significantly. Inculcated with the habit of responding unquestioningly to the commands of his superiors, especially those of the sergeant, the enlisted man found the new permissiveness somewhat disturbing. On the one hand, the enlisted man welcomed being treated more like a civilian and less like a soldier. On the other hand, he felt a need for an authoritative spokesman who represented the U.S. Army unequivocally. The two needs created considerable conflict. An interesting side effect, which illustrates the need of the enlisted men for an authoritative spokesman for the army, was the development of greater authority in the rank of corporal, the rank between private and sergeant.

To recapitulate briefly, the attempts to change the role of the sergeancy led unavoidably to alterations in the roles of lieutenant, private, and corporal. Intelligent planning of change in the sergeancy would have required simultaneous planning for changes at the interrelated levels.

- The place to begin change is at those points in the system where some stress and strain exist. Stress may give rise to dissatisfaction with the status quo and thus become a motivating factor for change in the system.

One school principal used the dissatisfaction expressed by teachers over noise in the corridors during passing periods to secure agreement to extra assignments to hall duty. But until the teachers felt this dissatisfaction, the principal could not secure their wholehearted agreement to the assignments.

Likewise, hospitals have recently witnessed a significant shift of functions from nurses to nurse's aides. A shortage of nurses and consequent overwork led the nurses to demand more assistance. For precisely the same reasons, teachers in Michigan schools were induced to experiment with teacher's aides.

The need for teachers to use the passing period as a rest period, the desire of the nurses to keep exclusive control over their professional relationships with the patient, and the resistance of teachers to sharing teaching functions with lay people - all these restraining forces gave way before dissatisfactions with the status quo. The dissatisfactions became driving forces sufficiently strong to overcome the restraining forces. Of course, the restraining forces do not disappear in the changed situation. They are still at work and will need to be handled as the changing arrangements become stabilized.

In diagnosing the possibility of change in a given institution, it is always necessary to assess the degree of stress and strain at points where change is sought. One should ordinarily avoid beginning change at the point of greatest stress.

Status relationships had become a major concern of staff members in a certain community agency. Because of lower morale in the professional staff, the lay board decided to revamp lay-professional relationships. The observable form of behavior that led to the action of the board was the striving for recognition from the lay policy-making body by individual staff members.

After a management survey, the channels of communication between the lay board and the professional staff were limited to communication between the staff head and the members of the lay board. The entire staff, except the chief executive, perceived this step as a personal rejection by the lay board and as a significant lowering of the status of staff members. The result was still lower morale. Because of faulty diagnosis the change created more problems than it solved.

The problem of status-striving and its adulteration of lay-professional relationships could have been approached more widely. Definition of roles - lay and professional - could have been undertaken jointly by the executive and the staff in an effort to develop a more common perception of the situation and a higher professional esprit de corps. Lack of effective recognition symbols within the staff itself might have been dealt with first, and the touchy prestige symbol of staff communication with the lay board put aside for the time being.

- If thorough-going changes in a hierarchical structure are desirable or necessary, change should ordinarily start with the policy-making body.

Desegregation has been facilitated in school systems where the school board first agreed to the change. The board's statement of policy supporting desegregation and its refusal to panic at the opposition have been crucial factors in acceptance of the change throughout the school system and eventually throughout the community. In localities where boards of education have not publicly agreed to the change, administrators' efforts to desegregate have been overcautious and half-hearted, and the slightest sign of opposition in the institution or the community has led to a strengthening rather than a weakening of resistance to desegregation. Sanction by the ruling body lends legitimacy to any institutional change, though, of course, "illegitimate" resistance must still be faced and dealt with as a reality in the situation.

- Both the formal and the informal organization of an institution must be considered in planning any process of change.

Besides a formal structure, every social system has a network of cliques and informal groupings. These informal groupings often exert such strong restraining influences on institutional changes initiated by formal authority that, unless their power can be harnessed in support of a change, no enduring change is likely to occur. The informal groupings in a factory often have a strong influence on the members' rate of work, a stronger influence than the pressure by the foreman. Any worker who violates the production norms established by his peer group invites ostracism, a consequence few workers dare to face.

Schools, too, have their informal groupings, membership in which is often more important to teachers than the approval of their supervisors. To involve these informal groups in the planning of changes requires ingenuity and sensitivity as well as flexibility on the part of an administrator.

- The effectiveness of a planned change is often directly related to the degree in which members at all levels of an institutional hierarchy take part in the fact-finding and the diagnosing of needed changes and in the formulating and reality-testing of goals and programs of change.

Once the workers in an institution have agreed to share in investigating their work problems and their relationship problems, a most significant state in overcoming restraining forces has been reached. This agreement should be followed by shared fact-finding by the group, usually with technical assistance from resources outside the particular social system. Participation by those affected by the change in fact-finding and interpretation increases the likelihood that new insights will be formed and that goals of change will be accepted. More accurate diagnosis results if the people to be changed are trained in fact-finding and fact-interpreting methods as part of the process of planning.

This article has been written from the standpoint that change in an institution or organization can be planned. Is this a reasonable view? Can change be deliberately planned in organizations and institutions as complex as school systems, hospitals, and armies? Do not many determinants of change operate without the awareness or knowledge of those involved?

It is true that most people are unaware of many factors that trigger processes of change in the situations in which they work. And most people are unaware of many factors that influence the direction of change. Many factors, even when known, are outside the power of people in an organization to control. Sometimes forces that influence change in an organization stem from the wider society: new knowledge, new social requirements, new public demands force the management of a school system to alter the content and the methods of its instructional program. Some factors cannot be fully known in advance. Even when they are anticipated, the school cannot fully control them. Some forces that work for change or resistance to change in an organization stem from the personalities of the leaders and the members of the organization. Some of these factors are unknown to the persons themselves and to those around them. Some personality factors, even when they are known, cannot be altered or reshaped, save perhaps by therapeutic processes beyond the resources of personnel involved.

All this is true. Yet members and leaders of organizations, especially those whose positions call for planning and directing change, cannot evade responsibility for attempting to extend their awareness and their knowledge of what determines change. Nor can they evade responsibility for involving others in planning change. All concerned must learn to adjust to factors that cannot be altered or controlled, and to adapt and to alter those that can be. For as long as the dynamic forces of science, technology, and intercultural mixing are at work in the world, change in organizations is unavoidable. Freedom, in the sense of the extension of uncoerced and effective human choice, depends on the extension of man's power to bring processes of change, now often chaotic and unconsidered, under more planned and rational control.

APPENDIX B

THE CONCEPT OF CONCERNS ABOUT INNOVATION

THE CONCEPT OF CONCERNS ABOUT INNOVATIONS[1]

The world around us is complex. It is not humanly possible to focus at any one time on all of the many different stimuli and conditions surrounding us. There is much that we do not perceive at all. Of all that we do perceive, we are not equally attentive to each part. Each component and each element individually and in various combinations are of different interest and priority, with most being of little or no interest at any given time.

However, certain aspects of our world are of higher priority. Some appear to leap out at us, demanding our attention. The way we perceive these things is dependent on the unique and multifaceted person that each of us is, as well as the characteristics of the issue, idea, or thing that is the center of attention. Our past history, personality dynamics, motivations, needs, feelings, education, roles, status, our entire social-psycho being in relation to our experiences and knowledge shape how we perceive and, in our minds, contend with the issue, object, or problem at hand. The reason for attention to be focused on a particular issue may be external, influenced by others, by a thing or an idea; or the demands may be internal, coming from within ourselves; or there may be a combination of internal and external stimuli at work.

The composite representation of the feelings, preoccupation, thought, and consideration given to a particular issue or task is called concern. Depending on our personal make-up, knowledge, and experiences, each person perceives and mentally contends with a given issue differently; thus there are different kinds of concerns. The issue may be interpreted as an outside threat to one's well-being, or it may be seen as rewarding. There may be an overwhelming feeling of confusion and lack of information about what "it" is. There may be ruminations about the effects. The demand to consider the issue may be self-imposed in the form of a goal or objective that we wish to reach, or the pressure that results in increased attention to the issue may be external. In response to the demand, our minds explore ways, means, potential barriers, possible actions, risks, and rewards in relation to the demand. All in all, the mental activity composed of questioning, analyzing, and re-analyzing, considering alternative actions and reactions, and anticipating consequences is concern. An aroused state of personal feelings and thought about a demand as it is perceived is concern.

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[1] This section is part of a concept paper in draft by Gene E. Hall, Research and Development Center for Teacher Education, the University of Texas at Austin, Summer 1976.

To be concerned means to be in a mentally aroused state about something. The intensity of the arousal will depend on the person's past experiences and associations with the subject of the arousal, as well as how close to the person and how immediate the issue is perceived as being. Close personal involvement is likely to mean more intense (i.e., more highly aroused) concern which will be reflected in greatly increased mental activity, thought, worry, analysis, and anticipation. Through all of this, it is the person's perceptions that stimulate concerns, not necessarily the reality of the situation.

In working with individuals involved in change, staff at the UTR&D Center have found concerns about the change to be an important dimension of the process. In this research, the generic name given to the issue, object, problem, or challenge, the thing that is the focus of the concerns, is innovation. The innovation and its use provide a frame of reference from which concerns can be viewed and described.

Depending on one's closeness to and involvement with an innovation, one's concerns will be different in type as well as in intensity. Many types, or levels, of concerns can be experienced concurrently; however, there are normally differential degrees of arousal. With each person, certain demands of the innovation are perceived as being more important than others at a given time. Thus, the degree of arousal (intensity) of the different types of concern will vary. Concerns will vary depending on the amount of one's knowledge about and experience with the innovation. Use and nonuse make a difference; whether the innovation might be used sometime in the future, direct involvement with it has just begun, or the person is highly experienced with the innovation will likely mean that different types of concern are more intense. In addition, there appears to be a predictable pattern to the movement of intensity of concern across types.

STAGES OF CONCERN ABOUT THE INNOVATION

Different "stages of concern about the innovation" have been identified. It appears that there is developmental movement through these stages; that is, certain types of concern will be more intense, then less intense, before arousal of other types will occur, thus the name "stages." As in Fuller's work with teachers' concerns about teaching, stages of concern about an innovation appear to develop from early unrelated, to self, to task, and finally to impact concerns. Seven different Stages of Concern About an Innovation have been defined in Figure I.2. These stage definitions provide the conceptual basis for development of the SoC Questionnaire and interpretation of its data.

THE AROUSAL AND RESOLUTION OF CONCERNS

Concerns about innovations appear to be developmental in that earlier concerns must first be resolved (lowered in intensity) before later concerns emerge (increase in intensity). The research suggests that this developmental pattern holds for most process and product innovations.

As Fuller pointed out, arousal and resolution of concerns require quite different inputs:

> "Arousal seems to occur during affective experiences -- for example, during confrontation with one's own video tape....Resolution seems to occur through more cognitive experiences: acquisition of information, practice, evaluation, synthesis and so on" (1970, p. 11).

However, resolution of earlier concerns and the arousal of later concerns are not accomplished simply by having more knowledge about or time and experience with the innovation. Many other factors influence concerns as well. For example, the innovation may be basically a bad one. The knowledge and skill requirements may be beyond the person's capabilities. Or other demands on the person may prohibit the innovation from having a high priority in the person's life space. In any case, the process of the arousal and resolution of concerns is highly personal and requires time as well as timely intervention of both cognitive and affective natures. Highly intense concerns may not be easily reduced, and in some cases a person's history, dynamics, and capabilities may make resolution of certain concerns nearly impossible. In general, however, it appears that a person's concerns about an innovation develop toward the later stages (i.e., toward impact concerns) with time, successful experience, and the acquisition of new knowledge and skill.

It is critical to note that higher level concerns development cannot simply be engineered by an outside agent. Holding concerns and changing concerns is a dynamic of the individual. The timely provision of affective experiences and cognitive resources can provide the grist for concerns arousal and resolution, thereby facilitating the development of higher level concerns. But there is no guarantee that arousal of higher stage concerns will follow the reduction of lower stage concerns. Providing inputs that are not stage relevant (e.g., attempting to force high level concerns) is an assured way to increase the intensity of lower stage concerns. Whether and with what speed higher level concerns develop will depend on the person as well as the innovation and the environmental context. Personalized interventions can facilitate change, but, in the end, each individual determines for herself or himself whether or not change will occur. Attending to concerns is in no way intended to be a manipulation of the person. Rather, adoption agentry is demonstrating the recognition of the inevitable presence of concerns within individuals and the extension of a helping hand to assist in coping with and resolving those concerns.

APPENDIX C

CHARACTERISTICS OF A GOOD GOAL

CHARACTERISTICS OF A GOOD GOAL

(1) Clear

(2) Acceptable

(3) Attainable

(4) Amenable to modification or clarification

a. Clear, acceptable, attainable goals cannot always be determined in advance. The first job of any group is to clarify and modify stated goals until they are clear and acceptable.

b. Clear and acceptable goals make it easier for a member to diagnose needed roles and to accept responsibility for taking such roles. "We know what we are supposed to do."

c. Possible symptoms of unclear or unacceptable goals

   (1) Tension
   (2) Excessive joking or horseplay
   (3) Voting or poll taking without discussion
   (4) Failure to support, use, or follow up contributed ideas
   (5) Lengthy discussion of unrelated topics

APPENDIX D

DISCREPANCY EVALUATION MODEL

DISCREPANCY EVALUATION MODEL

The Discrepancy Evaluation Model provides information for improving and assessing educational programs. It involves the comparison of some performance with a standard.

P = PERFORMANCE

S = STANDARD

Any difference found to exist is called a discrepancy. Discrepancies may be positive, where performance exceeds the standard, or negative, where it falls short.

$$\begin{tikzcd} S - P \arrow[d] \\ D \text{ (DISCREPANCY)} \end{tikzcd}$$

DISCREPANCY EVALUATION MODEL

$$\begin{tikzcd} S - P \arrow[d] \\ D \end{tikzcd}$$

LET'S LOOK AT AN EXAMPLE...

Colonel Standard realizes that there are three types of action he can take:

He can control performance.

$$\begin{tikzcd} S - P \arrow[d] & \\ D \arrow[r] & \text{CONTROL} \arrow[ul] \end{tikzcd}$$

He can redesign the standard.

$$\begin{tikzcd} & S - P \arrow[d] \\ \text{REDESIGN} \arrow[ur] & D \arrow[l] \end{tikzcd}$$

Or, he can terminate the program.

$$\begin{tikzcd} S - P \arrow[d] \\ D \arrow[d] \\ \text{TERMINATION} \end{tikzcd}$$

SUMMARY

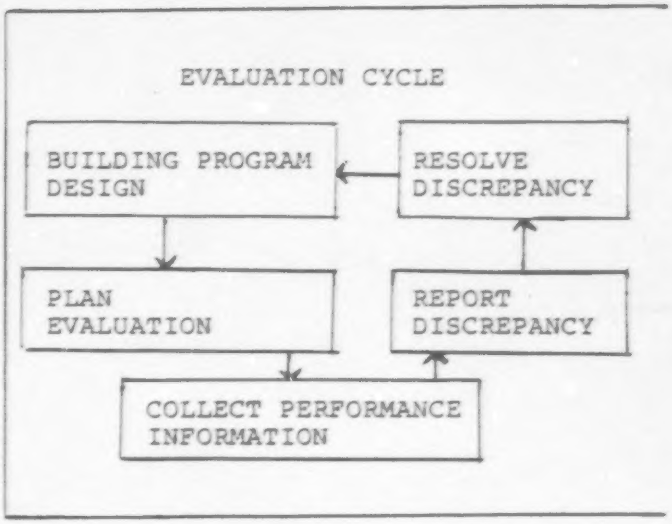
1. CONTROL - PERFORMANCE
2. REDESIGN - STANDARD
3. TERMINATION - PROGRAM

DISCREPANCY EVALUATION CYCLE

Usually, evaluation activities are applied in cycle, each step building on the next.

Evaluation is impossible without an explicit statement of program intent (standard). Standards are contained in the program design.

An educational program can be viewed as a system where processes use inputs to produce outputs. Inputs are the raw materials; processes are the program's activities; and outputs are the program's goals. Program designs are built through input, process and output analysis.


EVALUATION CYCLE
BUILDING PROGRAM DESIGN
RESOLVE DISCREPANCY
PLAN EVALUATION
REPORT DISCREPANCY
COLLECT PERFORMANCE INFORMATION

Then evaluation planning can begin. Areas of concern are isolated and evaluation questions formulated.

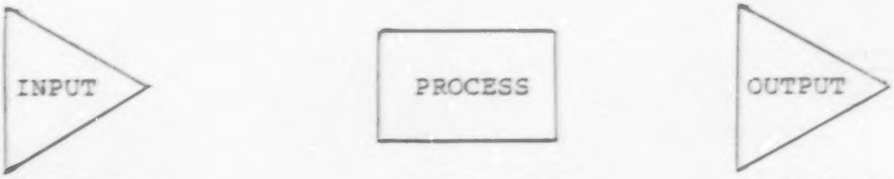
The systematic collection of performance information takes place once standards have been clarified and areas of concern identified.

Once collected, discrepancy data is reported to program decision-makers, who resolve discrepancies through control, redesign or termination.

These changes may, in turn, effect the program design; therefore, the evaluation cycle may begin anew.

S reflects INTENT OF
- program planners
- staff
- funding agents
- others

S is an agreement on intended
- inputs
- processes
- outputs


INPUT
PROCESS
OUTPUT

HUMAN RESOURCES
  FACULTY
  STAFF
  STUDENTS

MATERIAL RESOURCES

COUNSELING
COURSEWORK
PRACTICA
SEMINARS

INDIVIDUAL CHANGES
  KNOWLEDGE
  BEHAVIORS
  ATTITUDES
  AWARENESS

INSTITUTIONAL CHANGES

APPENDIX E

CRITERIA FOR SELECTING AREAS OF EVALUATION CONCERN

CRITERIA FOR SELECTING AREAS OF EVALUATION CONCERN*

Rarely, if ever, can programs afford to evaluate all aspects of their operation. Generally only certain portions of a program are examined. These "areas of concern" are selected on the basis of several criteria Some of the more important are described below:

Areas relating to components of central functional importance. Often a superficial glance at a design network, if not common sense, will show one or two program components that are at the heart of program operation. Graphically, this is detectable by a large number of arrows either going in or coming out of a single program component. Logically, this means that the success of the program as a whole is heavily dependent on the success of this one component and one its production of critical enabling outputs. Such components are prime targets for evaluation concern.

Areas that are problematic. A second candidate for evaluation interest is the proven or anticipated "problem area." Such areas may be of one or more of the following types:

- areas where design adequacy questions are unresolved
- areas undergoing development or experiment
- areas with a history of problems
- areas marked by staff disagreement

Areas of direct concern to external evaluation audiences. One of the main reasons most evaluations are conducted is to satisfy the evaluation information demands of external audiences, such as:

- funding agencies (local, state, or federal government; private foundations, etc.)
- higher administrative levels
- professional associations; certification agencies
- consumer agencies
- community and assorted interest groups

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*Excerpted from Diane Kyker Yavorsky, Discrepancy Evaluation: A Practitioner's Guide (Charlottesville, Va.: Evaluation Research Center, 1975), pp. 56-57.

Sometimes external information demands are documented and formal; sometimes they must be guessed and anticipated. In either case, all such audiences should be identified, their information needs clarified and coordinated, and evaluation concerns selected which reflect external evaluation needs of a significant and enduring nature.

Areas of direct concern to internal evaluation audiences. To ensure program staff cooperation, an evaluation should produce information which is directly useful to all concerned. Not all evaluative feedback will be useful to everyone, but each major internal audience should be able to identify at least one part of an evaluation plan addressed to their needs.

Areas where information is needed soon. An obvious priority should be given to evaluation concerns which involve information needed by a fast-approaching deadline. Care must be taken, however, to avoid too many "crisis" evaluation concerns. The whole point of evaluation planning is to defuse such crises by making information collection a planned and methodical part of program operation.

APPENDIX F

A QUICK LOOK

A QUICK LOOK

An Introductory Evaluation Manual
For Participants In
1976-1977

Bureau Of Education For The Handicapped
Evaluation Training Consortium Workshop

UNIVERSITY OF VIRGINIA
Evaluation Research Center

Note: Fill out the last page of this booklet & send to the evaluation research center

INTRODUCTION

This brief manual has been prepared by the Evaluation Training Consortium (ETC), which has been funded by the Division of Personnel Preparation (DPP) of the Bureau of Education for the Handicapped (BEH) to support evaluation efforts of the DPP training programs. This manual is not designed to enable programs to plan or complete evaluations. Rather, it intends to introduce the reader to an approach to evaluation, and hopefully, will demonstrate both the techniques and benefits of this approach.

The first portion of the manual takes a look at a ficticious special education department chairman, "Doc Peterson," who confronts and solves a particular evaluation problem. The next portion briefly analyzes Doc Peterson's approach to his problem, and shows examples of some of his work. The final portion contains a registration form for a workshop in your area.

Most of this manual was written by Dr. Roger Kroth, University of New Mexico and Dr. Vic Baldwin, Teaching Research, Monmouth, Oregon. Other consortium members, including Dr. Hugh McKenzie, Dr. Marty Martinson, Dr. Jim Gallagher, Dr. Bruce Balow, and Dr. Robert Brinkerhoff of the Evaluation Research Center, University of Virginia contributed to the development and editing of the manual.

PART I

Doc's Morning

"Doc" Peterson put down the morning paper, lit his pipe, and sipped his coffee. He had just read an article that said schools across the nation were closing down. The "baby boom" was over, zero population growth was being approached, and there seemed to be an over supply of teachers in many fields.

Originally, Doc and his staff had designed the Special Education Department of Whitcomb College along traditional lines. They had provided course work and practical experience to train teachers to take positions in self-contained classrooms for exceptional children who were mentally retarded, learning disabled, or emotionally disturbed. But, because of consumer demand (public school administrators) for additional services, the department recently modified its program to prepare some students to become itinerant and resource room teachers. The staff tried to improve the quality of their graduates by specifying the behaviors they wanted the trainees to be able to demonstrate, and, in general, they were fairly well satisfied with the students. Over the past two or three years, most of the program graduates were hired midway through their final semester.

In planning the year's program evaluation (which he hoped to finish this morning), Doc concentrated primarily on following students after they graduated, looking for indicators of his program's effect in the early career experiences of his graduated students. In general, he felt satisfied that these evaluation activities could pretty well "account for" his program. There was however, one problem remaining, and it was to this that Doc now turned.

An Area of Concern

Doc knew that one of the reasons that most of his students were hired quickly each year was because of supply and demand. The scarcity of special education teachers and the pressures on the public school personnel to provide programs for exceptional children had made it easy to place graduates. In addition, many bright students had selected special education as a teaching field because of the exciting possibilities for innovative teaching, and the opportunity to get scholarship help. Doc and his staff also made it a point to keep in touch with the public school directors of special education through formal and informal meetings.

Times, however, were changing. There was no longer such a discrepancy between supply and demand; fellowship money was more difficult to get; and the graduates from other programs were competing for the same jobs. Though most of the previous year's students had been employed quite successfully, recent informal conversations with the city school district's director of special education revealed that some graduates, particularly those from LD (learning disabled), were not as capable as expected in writing learning prescriptions for handicapped pupils.

In looking over some of the educational plans for children written by recent graduates, the director of special education noted that many were incomplete; some listed activities for children that did not match the diagnostic findings; some made unrealistic demands on the regular classroom teacher. Might there not be, Doc wondered, some way he could examine this part of his students' program *before* they graduated?

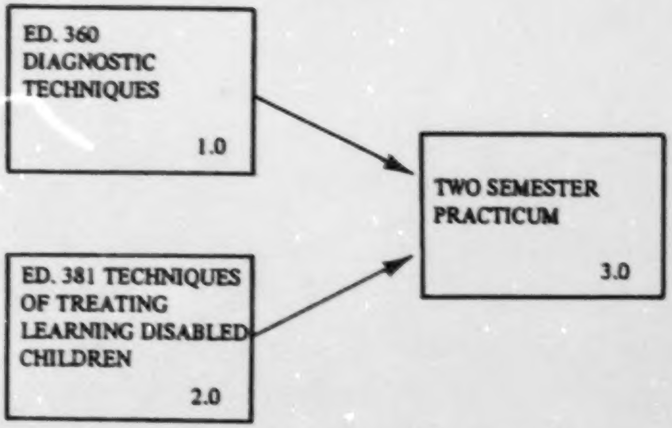
Program Design

Doc Peterson began to pore over his "program design," a sort of map of the upcoming year's learning activities for students that he and his staff had prepared earlier that summer. He quickly reviewed the student selection processes, and decided that the incoming students would be just as well qualified as (if not better than) those of previous years; also, the LD students faced the same selection standards as students applying to other major areas in the education school. Probably no problem there, he thought. Further study of his program design showed him that two scheduled courses (Ed. 360 and Ed. 381) seemed to be responsible for teaching techniques of diagnosis and prescription, while a two-semester practicum allowed students to practice and improve their prescriptive skills. (See *Figure 1*) One problem Doc knew existed was that the man teaching Ed. 360 and the woman teaching Ed. 381 did not communicate with each other. Both taught courses with measurable outcomes, but it was left to the student to synthesize the information into the prescriptive writing process. Doc really could not assume that the first input—students with knowledge of LD prescriptive techniques—was met simply because the students passed the two courses in that area. He also was not sure that the students had an opportunity to practice these skills in the practicum site. And, he was concerned whether the outputs he had listed were measurable. These concerns led him from his design into some evaluation questions.

FIGURE 1

Doc Peterson's Program Design

- An Excerpt -


ED. 360
DIAGNOSTIC
TECHNIQUES
1.0
ED. 381 TECHNIQUES
OF TREATING
LEARNING DISABLED
CHILDREN
2.0
TWO SEMESTER
PRACTICUM
3.0

INPUTS	PROCESSES	OUTPUTS
• students with knowledge of LD prescriptive techniques • practicum sites • practicum supervisors • student logs	3.0 Students spend 8 hours each week on a site which affords experience in their major area. Students engage in all tasks of a professional at the site under the supervision of the site supervisor. Students maintain a log of their activities.	• students gain experience in major area • students acquire diagnostic-prescriptive skills

Evaluation Questions

Doc looked again at this portion of his program design and began to formulate evaluation questions that he felt might expose the critical effects of, or weaknesses in, the process where LD students were supposed to learn their prescriptive skills.

His program design told him what inputs, processes, and outputs he and his staff expected. As he looked at his program design, he realized that in a number of instances they had not specified clearly what standards were to be met by staff and students; nonetheless, he decided to develop some evaluation questions. When an evaluation question seemed specially relevant, Doc jotted it down on the pad before him:

- How many students from the courses were able to write a rough prescription prior to practicum?
- Did the practicum site afford a real learning experience for students?
- Were site supervisors committed to helping students develop prescriptive skills?
- How much time did students actually spend in prescription-writing activities?
- How well did students perform after completing the practicum experience?

Audiences

Doc Peterson knew that information pertinent to these questions would be helpful to many parties. Students themselves might be interested in just how well prepared they were to begin a practicum; site supervisors could probably use information about student activities on site; and surely course instructors could use some feedback on their effectiveness. Doc and his staff would need all these answers to help them decide if, or even how, to modify their practicum. Also, he could see some of this impact documentation finding its way into his BEH proposal. All these potential consumers were noted by Doc Peterson, and he considered them as he moved through the planning of his evaluation.

Information Sources

Now that he had determined what questions his evaluation would ask, and who would receive the answers, Doc proceeded to figure out just where he would look for his information:

- The criterion-referenced testing his professors conducted in their courses might help determine the preparation level of students entering their practicum.
- Practicum-site job descriptions backed up with a visit or two would reveal the kinds of experiences students would encounter during a practicum.

- The site supervisors' perceptions and expectations for students would contribute to an understanding of their role.
- Student activity logs would determine how their time was spent.
- Student work-samples, or perhaps a simulation, would indicate their level of achievement.
- A questionnaire to students could assess their opinions of their learning experiences.

Instrumentation

With these parts of his evaluation plan in place, Doc Peterson felt ready to decide just how he would collect the data he needed. Measurement was the next step, and it was to this that he turned.

As Doc reviewed his evaluation questions and his sources of information, he realized that the staff probably would not have to develop any new instruments. It would probably help to have a checklist for the practicum supervisors to fill out regarding the experiences on site, (i.e., are students evaluating children and writing prescriptions? and, are students carrying out the prescriptions they wrote to see whether they work?). Also, it might help to develop a questionnaire for students to elicit their perceptions of their experiences. This might include a list of competencies and a place for the student to indicate, on a one-to-five scale, to what degree the student felt he had the competency, and to what degree he felt the program (including practicum) had prepared him for each competency. In addition, Doc felt that getting the consumers (e.g., director of special education) involved in the evaluation, through a few meetings and a questionnaire, would be good business. The director could be involved in setting the prescription-writing standard by which the students' performances could be measured. Though more work remained to be done before Doc would have a complete evaluation plan, he felt that he'd made a good start, and knew where to go next.

PART III

Program Design

Almost all special education teacher training programs have a program outline which describes the plan by which students receive degrees and are certified to teach special education children. Usually, program outlines tell the requirements for applicants, who may apply, the program administration and instructors, the courses and experiences to be provided for the students in the program, and the type of degrees awarded. The type of "program design" that Doc Peterson and his staff used helped them see how all these pieces fit together, and helped to lay out their program so the various components could be evaluated. As areas of concern were identified by staff members, students or consumers, these concerns could be formulated into evaluation questions and instruments could be designed to collect data to answer the questions. Also the "program design" itself could be scrutinized to determine whether the inputs to the program were adequate, the processes sufficient, or the expected outputs of the program within reason.

Following are the general steps Doc Peterson and his staff went through to create their program design and evaluation plan. These steps could be used by any teacher-trainer to develop a program design for an overall program or for a single component of the program, (i.e., an LD practicum).

An IPO Form

Initially, the staff used a planning form similar to the attached (see *Form A*, page 14). This form, essentially, organizes a program into the *Inputs*, *Processes*, and *Outputs*.

After first looking at their overall program, the staff determined what were the major components (such as student selection, coursework, practica, management), and listed these components in the sequence in which they were intended to occur. A quick check against their program proposal showed them they had included all the components.

Process

The next step was to take this list and put the components on *Form A*. These major components were placed, in sequence, under the middle column called PROCESS—the basic activities required for each component.

Inputs

After describing the processes, they asked, "What things are needed, or have to be done before we can perform these activities or processes?" For each process listed, they asked this question. As they determined the prerequisites, they wrote them down in the INPUT column directly across from the appropriate process. When they finished, they could look at these inputs and say, "If these aren't present, there is certainly no way the process in the middle column will happen."

Outputs

After finishing these two tasks, they moved to the right hand column entitled OUTPUTS. At this point they asked a new question: "If all of these processes we have written so far happen, what will the results be?" Just as they did with inputs, they wrote at least one outcome for each of the activities. They were identifying three things about each program component that were related to each other: inputs, processes and outputs. This, in itself, was a useful planning exercise and provided a check to see that the most important aspects of their program had been considered.

Zeroing In

By now, the reader has probably figured out that the four or five major components listed did not provide a sufficient, in-depth description of the total program. But, the procedure applied could be repeated on any number of smaller parts of a program. For example, if one listed a practicum as a major component, one might take a separate sheet and write down the sub-components within that practicum. Then, of course, for each sub-component, the necessary inputs, processes, and outputs could be listed. As we saw with Doc Peterson, this information formed a "program design", and provided the basis upon which to build an evaluation plan. (See *Form B*, page 15)

Evaluation Plan

Evaluation Questions

It is possible to ask evaluation questions about any part of a program design, (i.e., the inputs, processes or outputs). These questions come from the general "evaluation concerns" that result from application and investigation of a program design. For instance, one may be concerned that the practicum is not operating correctly. One could then ask if the students entering the program (inputs) have the knowledge considered necessary to carry out certain processes; or, if the master teacher allows the student enough time to write sample prescriptions (process); or, if the students can write adequate prescriptions at the end of the program (outputs). In order to answer these questions it is necessary to establish a "standard" that states acceptable criteria.

Standards

A standard is a criterion, or level of performance, that has been set in advance when the program design is developed; thus, a question is always referred to a standard from the design. For instance, if Doc and his staff wrote precise output statements it would be easy to measure whether they were achieved. The staff may say that at the end of the practicum the student will have written five presecriptions that the practicum supervisor is willing to "sign off" as being appropriate. If, at the end of the practicum, this has not been accomplished, then this area becomes a "red flag" indicating something is wrong. There is a *discrepancy* between the *standard* that was set and the *performance* of the student.

Information Source

Also on *Form B* is a space to record the information source from which one intends to get data pertinent to the evaluation concern. In this space one could simply note the general information source which could yield data for each evaluation question.

Audience

Next, the audience for these data is noted. This is a check to see if one has overlooked someone important who should be informed.

Try It. You'll Like It

Though this has obviously been an oversimplified explanation of a total evaluation strategy, the material herein should introduce the reader to some procedures that could be tried with all, or part of, a special education program, and whet his appetite for more detailed information.

PART III

You have just seen how Doc Peterson found a way to deal quickly and effectively with a significant evaluation concern within his program. His task was made simpler because he and his staff described their program very clearly on paper. By looking at this description, he was able to pinpoint and investigate the possible causes of his problem.

Among the following attachments you will find the segment of his program design to which Doc Peterson referred when constructing his evaluation plan. As you can see, the form he used had three columns, labeled "inputs," "process," and "outputs". Once you have this kind of program description you can, as Doc Peterson did, devise a systematic way of discovering whether your expected outcomes are, in fact, being achieved. Also, among the attachments you will find excerpts from the evaluation plan constructed by Doc Peterson.

If you find this evaluation procedure interesting, and you think you might like some help in applying it to your own program, then you will want to take advantage of a workshop on this subject offered in the near future in your general vicinity. If you wish to be involved in such a workshop, **Please Fill Out And Mail The Accompanying Application.** You will, in turn, receive further information on dates, location and attendance guidelines.

FORM A

(as excerpted from Doc Peterson's program design)

Project (or Component) Name: Student Practicum 3.0

INPUTS	PROCESSES	OUTPUTS
• Students (15) with knowledge of LD prescriptive techniques (as evidenced by satisfactory completion of Ed. 360 and Ed. 381) • Practicum sites (10) • Site supervisors (10) • One semester time • Student logs	3.1 Students spend 20 hours each week at a site which affords experience and learning opportunities in their major area. • Students regularly observe exceptional children • Students engage in the diagnostic/prescriptive treatment of several children • Students maintain a log of their daily activities 3.2 Students work under the guidance and supervision of a site supervisor. • Site supervisors arrange observation opportunties • Site supervisors assist and evaluate students in their diagnostic/prescriptive abilities • Site supervisors review activity logs with students weekly	• Students gain familiarity with the learning characteristics of exceptional children • Students acquire diagnostic/prescriptive skills • A student log exists which documents practicum activities • Students will have written five (5) prescriptions that are approved by the practicum supervisor

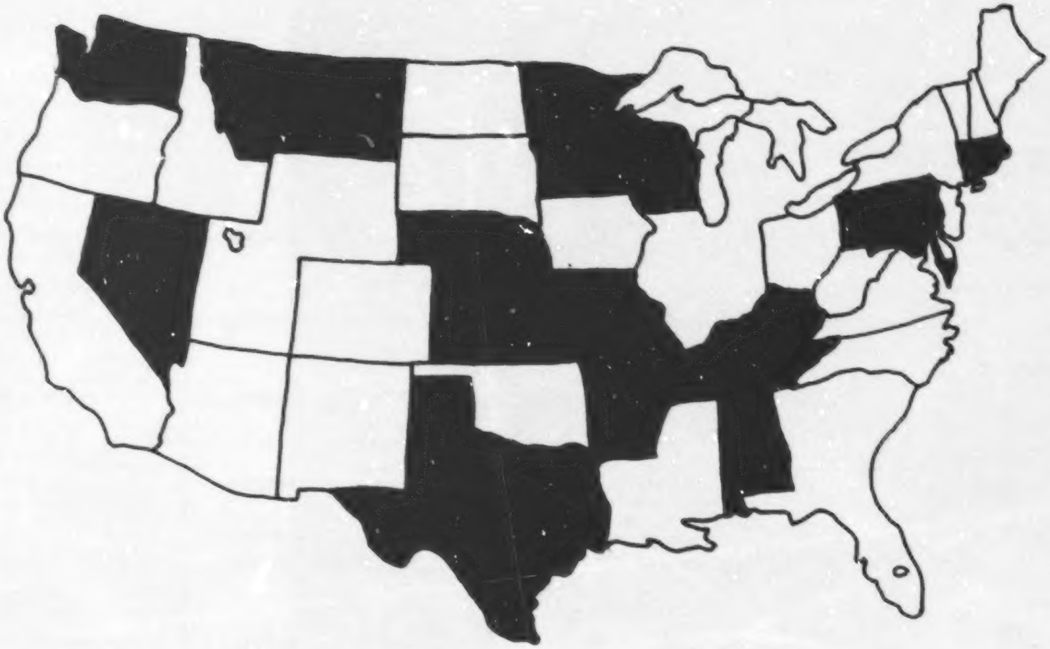
FORM B

(as excerpted from Doc Peterson's program design)

Evaluation Concern # 6 : To what extent is the practicum developing student prescriptive skills?

EVALUATION QUESTIONS		DESIGN REFERENT	SOURCE OF INFORMATION	AUDIENCE
A	Does the practicum site afford a learning opportunity for students?	Practicum Process (3.0)	Job descriptions, site visits, students' perceptions	Dr. Peterson Site supervisors
B	Are incoming students prepared to begin the practicum?	Outputs of 1.0 and 2.0 (serves as input to 3.0)	Results of tests used in Ed. 360 and Ed. 381	Dr. Peterson Ed. 360 & 381 professors
C	Are site supervisors committed to helping students develop prescriptive skills?	Input to 3.0	Site supervisors	Dr. Peterson
D	How much time do students spend in prescription-writing skills?	Process (3.0)	Student logs, site supervisors, students	Dr. Peterson Site supervisors
E	How well can students write prescriptions upon completion of the practicum?	Output of 3.0	Student work samples, simulations	Dr. Peterson BEH/DPP

MASTER SCHEDULE OF WORKSHOPS 1976-77



DATE	LOCATION	Z STATES SERVED
Sept. 22-24	Seattle	Washington, Montana
Sept. 28-30	Minneapolis	Minnesota, Wisconsin
Oct. 26-28	Kansas City Kansas	Kansas, Missouri, Arkansas, Nebraska
Nov. 30-Dec. 2	Nashville	Tennesee, Alabama, Kentucky
Jan. 11-13	San Antonio	Texas, Nevada
Feb. 22-24	Philadelphia	Pennsylvania, Maryland
April 26-28	Boston	Massachusetts, Connecticut Rhode Island

ETC WORKSHOP REGISTRATION FORM

Return To: *Evaluation Training Consortium*
Evaluation Research Center
164 Rugby Road
Charlottesville, Virginia 22903

Program Name ____________________ Location ____________________

The following persons will attend the workshop:

1. Program Director

   Name ____

   Title ____

2. Faculty Participant

   Name ____

   Title ____

We plan to attend the workshop scheduled for our state, to be held on ________________. We understand that we must assume the costs of our workshop attendance, but that no registration fee is required.

Please send pre-workshop materials to the following address:

Name ____

Title ____

Address ____

________________________ Telephone ________________

APPENDIX G

A BRIEF TAXONOMY OF MEASUREMENT MODES

A BRIEF TAXONOMY OF MEASUREMENT MODES*

I. Self-report - the subject answers a direct question (either written or verbal) posed by the investigator.

  a. Fixed category - the subject chooses one of a number of possible alternatives (examples: "check one," "true-false," "mark the correct box.") The response may be written or verbal.

  b. Open-ended - the subject provides a response from his own experience or memory (examples: questionnaires, objective tests, essay tests).

II. Observational - the subject is placed in a setting and is observed by the tester.

  a. Noninteractive - subject not aware of observer (e.g., using a one-way mirror).

    1. Objective - the observer has a fixed list of behaviors that he watches for (e.g., a police "stake-out," observing children for instances of aggression, etc.).

    2. Subjective - the observer makes a running history of events as they transpire and organizes them as he sees fit (e.g., biography, psychiatric observation in mental hospital).

  b. Interactive - subject and interviewer communicate.

    1. Objective - a fixed (and sometimes public) list of questions are discussed (most job interviews fit this case).

    2. Subjective - the subject and observer provide the content of the discussion (most psychiatric interviews go here).

III. Indirect - the subject is not observed or questioned. Measurement is accomplishment by detecting "tracing" left by the subject.

  a. Residue - the subject is classified in terms of artifacts or traces left in the process of manifesting the concept being measured. Examples of this include: Sherlock Holmes once classified a person as a carpenter by noting sawdust on the carpet; a museum once measured the popularity of an exhibit by the frequency with which floor tiles in front of it had to be replaced.

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*Excerpted from Frank Morra, Jr., (unpublished manuscript), Evaluation Research Center, 1975.

b. Archival - measurement is based on records kept on the subject. An example might be the use of PTA attendance records to measure community interest in education (e.g., checklists, analysis of work-samples, document analysis).

APPENDIX H

ASSUMPTIONS OF THE CONCERNS-BASED ADOPTION MODEL (CBAM)

ASSUMPTIONS OF THE CONCERNS-BASED ADOPTION MODEL (CBAM)

CHANGE IS:

-- PROCESS, NOT AN EVENT
-- MADE BY INDIVIDUALS FIRST, THEN INSTITUTIONS
-- HIGHLY PERSONAL EXPERIENCE
-- ENTAILS DEVELOPMENTAL GROWTH IN FEELINGS AND SKILLS

INTERVENTIONS MUST BE RELATED TO:

THE PEOPLE FIRST

THE INNOVATION SECOND

PROCEDURES FOR ADOPTING EDUCATIONAL INNOVATIONS PROGRAM
RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

THE CONCERNS-BASED ADOPTION MODEL[1]

In the 1969-70 academic year, staff members of the Inter-Instructional Program of the Research and Development Center for Teacher Education observed that teachers and professors involved in change appeared to express "concerns" about innovations that were quite similar to those which Fuller had identified with teachers about their teaching. Procedures were set up for documenting the concerns expressed by adopters of various educational innovations. Qualitative data was collected as part of the on-going field work of the Inter-Institutional staff for the next three years.

As the Center's product and process innovations were adopted by more and more teacher educators, the Inter-Institutional Program staff began to hypothesize that there were definite categories of innovation adopter concerns and that these concerns changed in what seemed to be a logical progression as users became increasingly skilled in using the innovation. In time, seven Stages of Concern About the Innovation (SoC) tentatively were identified. Stages of Concern About the Innovation then served as one of two basic dimensions for describing the dynamics of an individual innovation adopter.

The second dimension, Levels of Use of the Innovation (LoU), focuses on knowledge, skill, and behavioral aspects of the individual's involvement with a change. Levels of Use as a variable has been operationally defined (Hall, Loucks, Rutherford, & Newlove, 1975) and a specially designed focused interview procedure has been developed to measure it (Loucks, Newlove, & Hall, 1976).

In combination, SoC and LoU provide a powerful description of the dynamics of an individual involved in change, one dimension focusing on feelings, the other on performance. Each member of a formal organization, such as a school or college, will have her/his own Stage of Concern about and Level of Use of a particular innovation.

Understanding and describing the process of change in educational institutions, while at the same time maintaining sight of the individual, is a challenging task for managers of the change process, as well as for change researchers. Based on the hypothesized Stages of Concern and Levels of Use, researchers at the UTR&D Center developed a model of the complex process of change as it occurs through the adoption of innovations by individuals within formal organizations. This model, the Concerns-Based Adoption Model (CBAM) was first conceptualized by

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[1] From "Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire" by Hall, George and Rutherford, University of Texas, Austin.

Hall, Wallace, and Dossett in 1973 in the "original CBAM paper." In it, the authors proposed that SoC and LoU could be used as diagnostic tools for assessing where the individual members of an organization are in relation to the adoption of an innovation. The CBAM further proposes that the manager of a specified change could then use these diagnostic data in developing a prescription for needed intervention to facilitate the change effort.

APPENDIX I

FACTORS IN THE SITUATION

FACTORS IN THE SITUATION

a) Is the timing correct?
b) Is the climate right (organization, community)?
c) How feasible is the proposed change?
d) How necessary is the proposed change?
e) What are the risks involved? For whom?
f) Who will be doing most of the changing?
g) Who will be doing most of the new work?
h) Have I brought in the right parties and data sources at the right time?
i) What will (or could) be the consequences?

Forces in the existing system which promote and prevent change are not the only factors to consider in planning for and implementing organizational self-renewal. "The Where, When, and How of Trying Innovations," which follows, highlights other questions to be considered by the educational planner who function as well as an organizational change agent. Implementing change where it is most likely to be accepted enhances its probability of incorporation into the system. The timing of implementation as well as methods of introduction also are crucial issues in determining whether an innovation will become part of an ongoing system.

Hearn's description of "the successful innovator," in fact, summarizes many of the characteristics of an educational planner fostered by the Project on Educational Planning training program: The successful innovator is one who can effectively manipulate the variables and strategies along the continuum of problems related to where, when, and how to cause change for the improvement of education. He is the person who approaches the task for changing people, including himself, as a teacher ideally would. -- (He adopts) a change model that emphasizes planned change, systems analysis, problem solving, and human interaction through extensive involvement of all possible persons affected by the change. Such a model takes cognizance of the variables interacting with various change strategies and helps develop educational systems that are self-renewing and humanizing.

THE WHERE, WHEN, AND HOW OF TRYING INNOVATIONS by Norman E. Hearn

The original version of this article was presented at a National Academy of School Executives seminar on "Evaluating Innovations," Las Vegas, Nevada, July 1, 1971.

Machiavelli said it first: Initiating a new order of things is difficult, doubtful, and dangerous.

The where, when, and how of trying innovations are governed by the unwritten code that it is better to do unto others than to do unto thyself. That is, most people are hot to change the world but are reluctant to change themselves. Therefore the conflict associated with bringing about change is often a disagreement about who is going to change whom, not whether the change is good for all. This phenomenon probably contributed to Machiavelli's observation that there is nothing more difficult to carry out nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things.

In our times, mass access to free public education has accelerated the pace of change. As the system pumps more and more literate men and women into the mainstream of society, more and more people have ideas about who and what should be changed. As any school superintendent can tell you, we are virtually saturated with "change agents." Possibly what we need are more effective methods of channeling and arbitrating the energies of this multitude of change agents. Such an undertaking requires structure and a science of innovating. There have been some promising beginnings. Some of these beginnings are dealt with here.

DEFINITIONS

As in many sciences, common definitions are needed. Not the least of these is an understanding of the term innovation itself. Everyone and no one can define "innovation." This is because what is innovation is in the eye of the beholder. If a person has seen, heard, or tried something it is no longer new to him. An innovation, then, is something that is perceived as new by an individual at any given time in any community. This may be a shaky case for a science, but is is an insight that must be dealt with when attempting to design change strategies.

Also, innovating is not the same as inventing, though the terms are often used interchangeably. Inventions based on research findings are a prerequisite to innovating. But one innovates in the dynamic world by changing his daily mode of operation based on new knowledge. The innovator, who is more likely to be a practitioner than a researcher, is involved in the process of installing an invention and in doing so makes substantial adaptations and modifications.

Recently the educational world has begun to observe and analyze the innovative process in schools. Though the rural sociologists and the political scientists have had much to offer, it is only in the last decade that a few researchers have looked at the findings in other fields for application to education or have conducted studies of their own. Ronald Havelock has summarized 7,000 studies in his monumental work, A Comparative Study of the Literature on the Dissemination and Utilization of Scientific Knowledge. Some of what follows will be drawn from references in this work. Other observations are based on my own study of variables affecting adoptive rates of ESEA Title III innovations.

Where To Innovate

Assuming that one has an option, there are some generalizations from the research about the most likely places for innovations to "take". We can also assume that it is important to succeed on the first try. The potential innovator should, then, consider an innovation site with the following characteristics:

1. Liberal Community. If it can be ascertained that the community or school is of a politico-social persuasion that favors governmental intervention for social progress, it is more likely that attempts to try new ideas will be supported by the parents and citizens living there. The liberal community is generally more tolerant of change. The community relations problem will be much simpler.

2. Income and Education. Most studies support the view that innovations are more likely to flower in communities where the income and educational levels of the parents are high. Middle-income communities are less pliable, and lower-income constituents tend to resist change. They aspire to master the educational basics that have long been enjoyed by their more affluent neighbors.

3. Homogeneity. Educators know better than most that where all children bring to the classroom the same value system and associated habits, it is easier to teach and thus to administer the school. The same seems to be true to entire communities that are technically, religiously, and economically homogeneous. They are easier to deal with because the power structure is less complex and is freer of internal rivalries that tend to complicate the politics of introducing new idea. Therefore fewer or simpler strategies are needed.

4. Cosmopolitanism. Travel tends to broaden one's tolerance of new ideas. Therefore the ideal staff for innovation is one that has had considerable travel experience, has attended many professional meetings outside the state, and has had teaching experience in other systems. The same principles apply to administrators.

5. Age. Youthful staffs, especially administrative staffs, are usually associated with adoption of innovations. However, my study of ESEA Title III adoptions suggests that often older administrators are also risk takers. The older administrators, those who have "arrived" and are personally secure, or who are near retirement and have little to lose, also bring with them the maturity and the necessary skills to

innovate. Youth brings enthusiasm and energy, but associated traits of impatience and naivete tend to cause as many problems as they solve. Such administrators are often the hit-and-run innovators. Their ambition to get ahead and make headlines tends to put them in the class of educational rapists who leave behind them a trail of prostrated communities subdued for personal gain. Unfortunately, such whoring around with innovations was supported until recently by some educational foundations.

However, several studies indicate that the most successful innovator is a youngish man with a doctor's degree, born in a rural area, who has traveled extensively.

When To Innovate

Deciding when to innovate is as complex an art as deciding when to make love, though there haven't been as many books written about it. Maybe someone should write the Sensuous Innovator. There is not only a better place but a better time to think serious about changing some aspect of the school system. In other words, there is probably an innovative that can better be phased to the receptive of the school host. At least four opportunities should be considered:

1. Fiscal Adjustments. Most administrators and bureaucrats know that the best time to go for new things -- which often cost money -- is during a period of rapid growth. There is usually a time when new state or federal legislation, or an unexpected tax windfall, creates a favorable financial climate for new ideas. (It is the period before overhead costs catch up with operating costs). There are, however, times when innovations can be installed despite tight fiscal restraints. In such cases a cost-benefit strategy may apply, a demonstration that the innovation will decrease costs without appreciable loss of quality. An example might be large-group instruction using TV or one teacher with visual aids augmentation. Incidentally, the assumption that all innovations will cost money is one of the misconceptions blocking the adoption of innovations. Systems analysis techniques might demonstrate that the cost, spread over a 10-year period, is less or not more than the cost of present methods. Edward E. Hill, a Tacoma, Washington, superintendent, has developed a "quality-efficiency formula" that is helpful in computing the cost related to quality.

3. Media Crusades. School people generally regard mass media outcries about supposed abuses, neglect, softness, etc., in the schools as distressing. Often, however, the media spotlights some real needs for change in the system. Handling such media crusades with a counter barrage of news releases and statements is not usually the most productive strategy. With a little creativity, it may be possible to appropriate the spotlight provided by the media to propose a major educational innovation. Build while you have public attention.

4. Crises. Strikes, student confrontations, racial conflicts, and other emotion-laden crises are not generally regarded as the proper setting for innovation. But often, during such times, changes must be made. At critical points in all crises the climate is right for major innovation. If it is the right proposal for the right time and people, substantial progress can be made in the system. The reason may be that as strain continues, most parties to the strife are anxious for a plausible solution. It is true, of course that innovating during a crisis calls for the kind of coolness found under fire in battle. Most of us lack the talent. But crises should be considered as times of opportunity as well as trial. Making constructive use of them is probably the highest art of superintendency.

How To Innovate

How you innovate depends on you. The kind of person you are and where you stand in hierarchy of power or influence affects what you can or may do to bring about desirable educational change.

For example, if you are a real innovator you may be in for some problems if you practice your art in the average community. Several studies have shown that innovators as a class have "undesirable personal characteristics." In other words, they tend to violate the norms of the community, hence are regarded as "odd" or eccentric by their peers. Most real innovators (about 2½%) end up being transferred or fired. The fate of early adopters (13%) is not much better. Early majority adopters (34%) are still safer. But laggards (16%) have a dismal fate, usually finding themselves adopting innovations that are already outmoded, thus confirming their original reservations about the innovations.

How you innovate also depends upon certain preconditions as you move along an innovation, importation continuum. First, it obviously requires a person who earnestly desires improvement in the system. Ideally, it should be the superintendent, but it can be someone else on the staff. Whoever it is, he must be a change agent with the talent, energy, and personal qualities to spearhead change. Changes can be made more easily, too, if the system is experiencing problems in some area and if there is a felt need or a "tension point" in the system. Hopefully, the problem can be identified and described, and solutions designed. Needless to say, innovating is not a solo operation. Commitment of a group must be achieved early in the process to sustain morale during the innovations. At this point in the continuum the attack on the larger system is ready to begin. Those involved should understand the nature of the task they are about to undertake. Innovations are often perceived as foreign bodies in live organisms. Unless that organism is seriously ill, it will resist instinctively all foreign bodies. It will release "enzymes" to destroy the innovation or to isolate and eventually reject it from the body politic.

Once one has accepted the inevitability of resistance to change which may be exhibited through personal attacks and other unpleasantness -- it is easier to set about the task of designing strategies which may minimize the resistance. First a few basic observations:

1. Your critics can be friends. Be alert for the person who harrasses you and publicly criticizes you. He is likely to be an opinion leader and he probably cares. Take time to answer his concerns and he may go forth to support you.

2. Silence is not golden. On the contrary, silence usually means apathy or cowardice -- not concurrence. You will need to stir up interest, which may mean controversy. But controversy can be the birth pains of innovation.

3. It's sometimes darkest before the dawn. As the time for formal adoption by the board or administrator draws near, expect the greatest amount of resistance. This is the time when decision makers are agonizing over the change and may be looking for alternatives. This is also the time when they will need the most facts, and when you will need the most patience and courage; but if planning has been good, it will also be the time when your new friends will surface.

4. Innovations don't need a "music man". What you as a change agent may have thought to be a workable solution to an identified problem may not be the one the ad hoc group decides upon. For example, in the beginning you may have observed only a symptom of a much more deeply rooted problem which requires a cure entirely different from what you have prescribed.

Having adopted a positive mental set toward the people and the system, the change team should set about determining who and how persons will be affected by the change. This includes changes in attitudes, jobs, or place of work. Incidentally, one should not assume that English teachers don't need to know about basic changes in, say, math instruction. Lack of understanding is often expressed in ridicule, which in a social setting is devastating to new ideas. The new method must not come on as "kooky" or "funny."

APPENDIX J

FORCE-FIELD ANALYSIS

FORCE-FIELD ANALYSIS

Force-field analysis is a method of analyzing the forces providing thrust towards or facilitating change and the forces hindering change in a particular situation. Each such factor or "force" is diagrammed graphically, using lines and arrows, on a force-field chart. This provides a visible graph of the contending forces in the situation, and helps in planning a successful implementation strategy.

Some of the aspects of the situation that are favorable toward change will be quite obvious. Others may be more difficult to assess, and may require checking your hunches with knowledgeable persons or conducting a quick survey of people's attitudes or reactions. Ideally, a force-field analysis is done by a group of persons who are involved in the situation instead of by a single individual. At times, however, it may be necessary to carry out such an analysis by yourself.

Overview: Generally, the first step in a force-field analysis is to decide on the problem to be resolved. In the present case, this decision has already been made -- your "problem" is to successfully carry out your implementation plan. The next step is to describe two things: (a) the situation as it is now, and (b) the target that is to be reached (the ideal). Next, you think of all the forces at work in the situation, and decide which of these will facilitate change and which will hinder change. Then you determine the relative importance of the various restraining forces and of the various facilitating forces so that you will know which ones to concentrate your attention on. The next step is to generate ideas for eliminating each of the restraints. Finally, concrete plans for action are developed on the basis of the ideas generated in the previous step.

APPENDIX K

MANAGING HUMAN RELATIONS

COLLABORATION AND SUPPORT BUILDING

Most projects are a collaborative enterprise, with great emphasis placed on the rewards of working together. The Rand studies and other research have shown, intangible factors such as participation in decision making and a sense of ownership of project goals and activities are often more important than tangible incentives in bringing about change.

OWNERSHIP AND COMMITMENT

Ownership of the project means that participants accept and identify with what the project is trying to do, and feel in some ways personally responsible for its outcomes. This sense of ownership is important because it leads to -- some say it is prerequisite to -- a commitment to the project's success on the part of its members.

"The more involved a person is in an activity, the more public the activity, the more effort a person puts into an activity -- all increase that person's commitment to the activity.*

The negative side of the phenomenon of ownership, from the point of view of change strategists, is that you do not start from neutral ground. Almost by definition, people will already have this sense of ownership toward whatever they are doing at present -- before the new behavior is introduced. The first challenge for a new project, therefore, is to overcome the negative effects of one kind of ownership, and the commitment it has engendered, while trying to build a new kind.

Another way in which ownership can be a negative factor occurs when an individual's sense of ownership is so strong it does not leave room for a similar sense in others. This is a particular danger for a person in a central leadership role, such as the project director quoted on the previous page. Project leaders or initiators often quite naturally have the strongest sense of ownership of all, and they may find it exceedingly difficult to yield enough for other people to gain a similar sense.

WHEN OWNERSHIPS COLLIDE

People often link their survival in a bureaucracy to their ability to create zones of autonomy where they can build and defend their own little empire, or to become specialized enough in their own area that they become needed by the system.

Ownership of this kind is certainly not what is needed for productive collaboration in projects, -- but it is likely to be extremely important to those who have learned it as survival behavior. The project must not be cavalier in what it asks people to give up.

The ownership you are trying to build is directed at the overall goals of the project, not just those parts for which individuals are personally responsible. The two do not have to be in conflict, but sometimes they will be. Project goals may well overrun or overwhelm individual needs, and individuals will see this as a real threat. Obviously such a personal threat will jeopardize whatever sense of ownership might be felt toward the project as a whole.

WHO NEEDS TO OWN THE PROJECT?

To make a distinction between ownership and other kinds of support, ownership refers to the investment you want to develop in insiders to the project. Insiders are those people whose roles are so central that effective planning and functioning of the project depend on their active involvement and support.

These insiders will all be stake holders, but many stakeholders will not be insiders in this sense. While the support for the project of these non-insider stakeholders is important, it may be unnecessary or unrealistic to try to develop in them a sense of ownership toward the project.

INFLUENCING OWNERSHIP

INDIVIDUALS AND ORGANIZATIONAL REPRESENTATIVES

When a group charged with planning or policy making assembles to carry out its common task, it is easy to see group members as individuals acting according to their own personal ideas and convictions. Often overlooked is the dual capacity in which most participants serve, as both individuals and representatives of their respective organizations.

In inter-organizational relations, participants must always be prepared to weigh personal preferences against their responsibilities as representatives. They may frequently experience conflicting objectives and loyalties in their two roles.

A person on your task force who represents the teachers' union, for example, may be personally dedicated to the project's goal of expanded inservice teacher training, but feel obliged to defend a contractual limitation of only one inservice day per month for teachers. If this person also has personal ambitions to become an elected union officer, the decision on which line to follow may be further sharpened.

In the politics of exchange, you have to deal with participants both as individuals and as representatives. Remember what your project is trying to do , which is to get organizations to respond to project goals. You do this through individuals, but they are not the same as their organizations, which are the ultimate target.

To be sure, it is in the project's interest to win the commitment of representatives to its objectives, and this can be done by working with individuals to build up locality to the project group. The danger is that "developing too much group cohesion and identification may disquality a person as a representative in the eyes of his constituents."* Obviously, the project has a strong interest in each member's "representativeness" or linkage to the organizations that will actually take part in the exchanges that are vital to the project's success.

To sum up

> Don't equate an individual's commitment with a commitment by the organization that individual represents.
>
> For each representative, try to distinguish personal goals and ideas from organizational ones.
>
> Determine the power of representatives to speak for their constituent groups: will the organizations go along?

NOTE: If a representative doesn't speak for his or her constituent group, it may not be because the representative is overridden by superiors. Very often it's the leaders who find their constituents won't follow. Universities, schools and communities are all notorious for the independence of the personnel: Professors, teachers and citizens must be persuaded to go along with directives from formal leaders. Often they will refuse just to establish the principle of their independence, or because they think the leaders are taking their compliance for granted.

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*Mills, D. Quinn, "Managing Human Relationships Among Organizations: Theory and Practice," Organizational Dynamics (Spring, 1975), 35-50, 38-39.

MODULE IV

APPENDIX L

CHANGE AGENT SKILLS AND KNOWLEDGE

CHANGE AGENT SKILLS AND KNOWLEDGE*

The change agent (be it an individual, group, or an organization) needs certain skills to move the client toward a collaborative and receptive response to change. Each of the following steps and the skills categorized under them may be pertinent to changing a person himself, his relations with others, the relations between several others, a total group, a community, or widely held opinion. Actually, each changee becomes a changer at some place in the normal development of the change process.

SKILL AREA 1

Assessment by the change agent of his personal motivations and his relationship to the "changee."

Some skills and understandings needed for this aspect of change follow.

Understanding his own motivation in seeing a need for this change and wanting to bring about a change.
Understanding and working in terms of a philosophy and ethics of change.
Predicting the relation of one possible change to other possible changes or to those that might come later.
Determining the possible units of change:
    What seems to be needed
    What is possible to him (or them)
Determining the size, character, structural makeup of group of changees.
Determining the barriers, the resistance, the degree of readiness of change.
Determining the resources available for overcoming barriers and resistance.
Knowing how to determine his own strategic role in the light of the situation and his abilities.

SKILL AREA 2

Helping changees become aware of the need for change and for the diagnostic process.

Some skills and understandings needed for this aspect of change follow.

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*Ronald Lippitt. From Reading Book for Human Relations Training, NTL 1976.

Determining the level of sensitivity the changees have to the need for change.
Determining the methods which changees believe should be used in change.
Creating awareness of the need for considering change and diagnosis through shock, permissiveness, demonstration, research, guilt, "bandwagon," and so on.
Raising the level of aspiration of the changee and making aspirations realistic.
Creating a perception of the potentialities for change expectations.
Creating expectations to use a step-wise plan and to have patience in its use.
Creating perception of possible sources of help in this change.
Creating a feeling of responsibility to engage in this change by active participation.

SKILL AREA 3

Diagnosis by changer and changee in collaboration concerning the situation, behavior, understanding, feeling, or performance to be modified.

Some skills and understandings needed for this aspect of change follow.

Making catharsis possible and acceptable when indicated as a starting point.
Skill in use of diagnostic instruments appropriate to the problem: surveys, maps, score cards, observation, and others.
Diagnosis in terms of causes rather than "goods" or "bads."
Skill in helping changees to examine own motivations.
Examination of the relation of one change to other changes possible in that situation and helping changees to understand these relationships.
Clarifying interrelationship or roles between changer and changee.
Skill in dealing wisely with changee's ideology, myths, traditions, values.

SKILL AREA 4

Deciding upon the problem; involving others in this decision; planning and implementing action.

Some skills and understandings needed for this aspect of change follow.

Techniques in arriving at a group decision.
Examining the consequences of certain possible decisions.
Making a step-wise plan
Doing anticipatory practice in carrying out a plan.
Providing for replanning and assessment at later stages.
Providing administrative organization.
Eliciting and eliminating alternatives.

SKILL AREA 5

Carrying out the plan successfully and productively.

Some skills and understanding needed for this aspect of change follow.

Building and maintaining the morale of the changees as they try the change.
Deciding upon the amount of action to be made before pausing for an assessment of process and progress being used.
Understanding the effects of stress on changee's beliefs and behavior.
Defining objectives in a manner that leads to easy definition of methods.
Creating a perception of the need for relating methods to the goal in mind.

SKILL AREA 6

Evaluation and assessment of changee's progress, methods of working, and human relations.

Some skills and understandings needed for this aspect of change follow.

Diagnosis of causes when group action becomes inefficient, through the use of measuring instruments, interviews, interaction awareness panel.
Use of score cards, rating scales, and other measures.

SKILL AREA 7

Insuring continuity, spread, maintenance, and transfer.

Some skills and understandings needed for this aspect of change follow.

Creating perception of responsibility for participation in many persons.
Developing indicated degree of general support for change.
Developing appreciation by others of work of participants who need support.

District:

County:

Date:

District Contact Person:

T.A. Facilitator:

Vocational Education/Special Education

Service Agreement

Action Plan

Activities 1	Strategies 2	Target Population 3	To Be Accomplished by (Date) 4	Resources Needed 5	Product(s) (If Applicable) 6	Evaluation 7